

PUPILS' · BOOK · OF
OLD TESTAMENT HEROES

SIZE 2

BS
1194
K43
1906
Pupils
book
GTU
Storage

Class _____

Book _____

Accession No. 10691

PACIFIC THEOLOGICAL SEMINARY

✻ LIBRARY ✻

Gift of _____

PUPILS' BOOK
OF
OLD TESTAMENT HEROES

A COURSE OF STUDY BEAUTIFYING AND GLORIFYING THE MORAL AND RELIGIOUS QUALITIES OF OLD TESTAMENT CHARACTERS

BY JOHN L. KEEDY



THE GRADED SUNDAY-SCHOOL PUBLISHING COMPANY
BOSTON, MASSACHUSETTS

BS

1194

K43

1906

Pupils' book

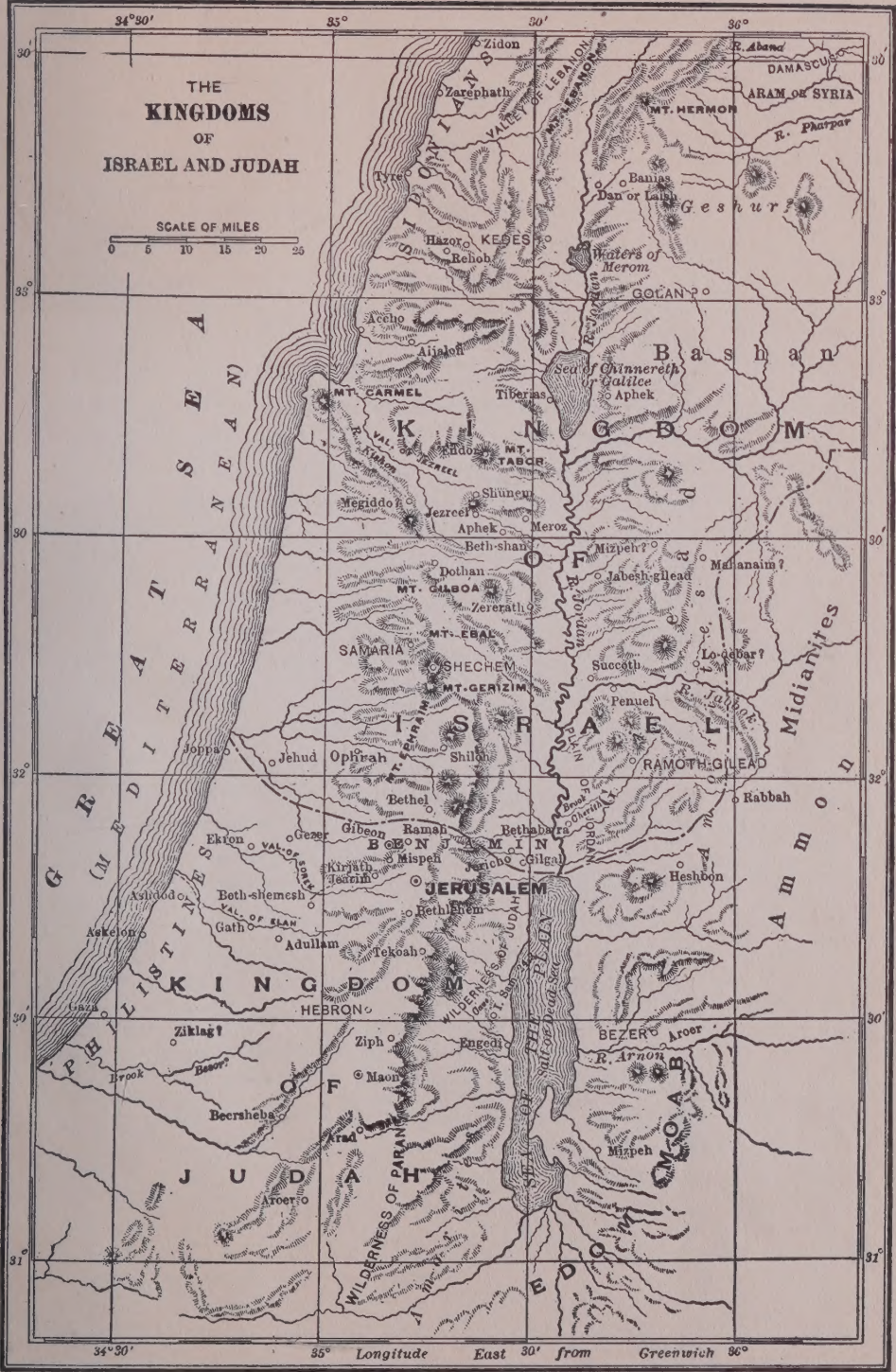
~~TM 62~~
~~K241P~~

COPYRIGHT 1906

THE GRADED SUNDAY-SCHOOL PUBLISHING CO.

INSCRIBED TO
THE YOUNG PEOPLE OF MY CHURCHES:
LYSANDER, N. Y.; WALPOLE, MASS.;
NORTH ANDOVER, MASS.





IN PRAISE OF THE HEBREW HEROES

By faith Abraham, when he was called, obeyed to go out unto a place which he was to receive for an inheritance; and he went out, not knowing whither he went. By faith he became a sojourner in the land of promise, dwelling in tents, with Isaac and Jacob: for he looked for the city which hath the foundations, whose builder and maker is God. By faith Moses, when he was grown up, refused to be called the son of Pharaoh's daughter; choosing rather to share ill treatment with the people of God, than to enjoy the pleasures of sin for a season; accounting the reproach of Christ greater riches than the treasures of Egypt. And what shall I more say? For the time will fail me if I tell of Gideon, Barak, Samson, Jephthah; of David and Samuel and the prophets: who through faith subdued kingdoms, wrought righteousness, obtained promises, stopped the mouths of lions, quenched the power of fire, escaped the edge of the sword, from weakness were made strong, waxed mighty in war, turned to flight armies of aliens. Women received their dead by a resurrection: and others were tortured, not accepting their deliverance; and others had trial of mockings and scourgings, yea, moreover of bonds and imprisonment: they were stoned, they were sawn asunder, they were tempted, they were slain with the sword: they went about in sheepskins, in goatskins; being destitute, afflicted, ill-treated,—of whom the world was not worthy,—wandering in deserts and mountains and caves, and the holes of the earth. Wherefore God is not ashamed of them, to be called their God.

Hebrews 11:8-40, parts.

THE LESSON TITLES

Lesson		Page
1	ABRAHAM	The Friend of God 9
2	ISAAC	A Prince among Men 10
3	JACOB	A Young Man who wanted Good Things too much 12
4	JACOB	A Young Man who began Wrong and ended Right 13
5	JOSEPH	A Gifted Boy who had a Hard Time 14
6	JOSEPH	A Young Man who suddenly rose to Great Power . 15
7	MOSES	The Hebrew Great-heart 17
8	MOSES	The Abraham Lincoln of the Olden Time . . . 18
9	MOSES	A Great Man who uplifted a People 19
10	BALAAM	A Great Man who trifled with Temptation . . . 20
11	JOSHUA	A Great Man and Brave Soldier 22
12	CALEB	A Bold Man who loved a Hard Task 23
13	GIDEON	A Patriot of the Olden Time 24
14	SAMSON	A Strong Man with a Weak Will 26
15	RUTH	A Story of True Devotion 27
16	SAMUEL	A Boy Men Admired and Loved 29
17	SAMUEL	The First Man in all the Land 30
18	"SONS" OF THE PROPHETS	Choice Young Men in School 31
19	SAUL	A Young Man who started out well 33
20	SAUL	A King who was not kingly 34
21	JONATHAN	A True Friend 36
22	DAVID	The Man after God's own Heart 37
23	DAVID	The Popular Idol of the People 39
24	DAVID	A Great Man who was not wholly Great . . . 41
25	RIZPAH	Mother-Love in Cruel Times 42
26	ABSALOM	A Promising Young Man who came to a Bad End 43
27	THE MIGHTY MEN OF DAVID	Men who became Famous 45
28	SOLOMON	The Chief among Ten Thousand 46
29	SOLOMON	The Wisest Man that ever Lived 48
30	SOLOMON	A Wise Man who made Big Mistakes 49
31	ELIJAH	A Fearless Prophet 51
32	ELISHA	The Foremost Man of Israel in his Day . . . 52
33	THE RECHABITES	Some Men who believed in the Old Customs . 54
34	MICAIAH	One Man in 400 who would not lie to Please . 55
35	ASA	A Young King who was a Champion for the Right 57
36	HEZEKIAH	A Good Son of a Bad Father 58
37	ISAIAH	A Christian Statesman 60
38	MANASSEH	The Man of Blood 61
39	THE BAND OF THE FAITHFUL	Moral Heroes — All! 63
40	JOSIAH	A Young Man who was Serious-minded . . . 64
41	JOSIAH	A Defender of the Faith 66
42	JEREMIAH	A Fearless Preacher 67
43	EZEKIEL	A Man who worked at a Hopeless Task . . . 69
44	DANIEL	A Man of Sterling Character who Reached the Top 70
45	HEBREW PRINCES	Men who risked Death for a Principle 72
46	JOB	A Man who lost his Property but kept his Religion 73
47	ESTHER	A Brave Girl who saved her people from Massacre 74
48	EZRA	A Second Moses 76
49	NEHEMIAH	A Rich Man who loved his People 77
50	THE MACCABEES	A Family of Patriots 79
SPECIAL LESSONS —		
1	THE CHRISTMAS LESSON	Jesus — the One whom all the World Worships . 81
2	THE EASTER LESSON	Jesus—who Won the Victory over our Worst Enemy 82

TEXT-BOOKS FOR RELIGIOUS EDUCATION

FOR AGES 8 TO 12

BOYS AND GIRLS IN HEBREW HOMES.

Pupils' Portfolio.....40 cents, postpaid
Teachers' Manual\$1.00 postpaid

A MEMORY BOOK OF MAXIMS AND PRECEPTS. *In preparation.*

FOR AGES 13 TO 16

OLD TESTAMENT HEROES.

Pupils' Book. With Work Book
Material.....50 cents, postpaid
Teachers' Book. 131 pages with
introduction.....80 cents, postpaid

THE HEROIC CHRIST.

Pupils' Book. With Work Book
Material.....50 cents, postpaid
Teachers' Book. 134 pages with
introduction.....80 cents, postpaid

EARLY CHRISTIAN HEROES.

Pupils' Book. With Work Book
Material.....50 cents, postpaid
Teachers' Book. 150 pages with
introduction.....80 cents, postpaid

KINGS AND KNIGHTS AND NOBLES. *In preparation.*

FOR AGES 17 TO 20

THE TEACHING OF HEBREW PROPHETS AND SAGES. *In preparation.*

JESUS' TEACHING AND LIFE PROBLEMS. *In preparation.*

FORMS OF SOCIAL SERVICE. *In preparation.*

The Graded Sunday School Publishing Company
BOSTON, MASS.

LESSON 1

LESSON TITLE: ABRAHAM—THE FRIEND OF GOD

Suggestions for study

Ask yourself why Washington is called the "Father of his Country?" By what title was Abraham called? See James 2:23b.* Why was he called the "Friend of God?"

Locate Ur of the Chaldees on map 1; also Haran. Find the Land of Canaan on map 1 and locate Beersheba. Think of Abraham as living there. On outline map no. 1 place dots to represent these cities and connect them with a line to show Abraham's travels.

Lesson material

Read carefully Genesis 11:31, 32.

12:1-9.

13:1-18.

22:1-19.

1 The kind of a man he was

- a. A man like "The Pilgrims." Read Gen. 11:31 and 12:1-5. Why like them?
- b. More than fair—kind and generous. Read Gen. 13:5-12. To whom? How shown?
- c. Was ever loyal to God. Gen. 12:1, 8b. What is it to be loyal? How was Abraham's loyalty shown?
- d. He stood a severe test. Gen. 22:1-19. Note 1. What does this show about him?

2 Some of the good deeds he did

- a. Rescued some people from an army of robbers. Gen. 14:8-24. Who? Would he need have done this? Why then did he do it?
- b. Was he rich or poor, popular or unpopular? Gen. 13:2 and 24:35. How did he become rich? What made him popular?
- c. What was he called by his descendants?
 - (1) Luke 16:24..... Why?
 - (2) James 2:23..... Why?
 - (3) Father of the Faithful. Why?

3 Some words he spoke

- a. To Lot. Gen. 13:8.
- b. To the King of Sodom. Gen. 14:22, 23.

4 What others thought of him

- a. What God said of him. Gen. 26:3, 5.....
- b. What those who lived near him thought of him. Gen. 21:22; 23:5, 6.

* EXPLANATION OF REFERENCES—James 2:23b means 2d chapter, last part of 23d verse; 23a means 1st part. 23f or ff means 23d verse and a few verses following. James 2:23-26 means all the verses from 23 to 26. James 2:23—3:12 means all the verses from the 23d verse of the 2d chapter to the 12th verse of the 3d chapter. James 2:1, 5, 8 means the 1st, 5th and 8th verses.

- c. Those who buried him.....
- d. The Jews ever after.....
- e. What some people do today in honor of him.

5 Marked traits of character

- a..... b.....
- c..... d.....

What do you most admire about him?.....

A man you know, or have read of, who is somewhat like him.....

Memory verse—Abraham's motto

To obey is better than sacrifice.— *I Sam. 15 : 22b.*

LESSON 2

Constructive work on last lesson

Write a short life of Abraham following this plan :

1. Lesson Title : Abraham — The Friend of God.
2. Write briefly on the following topics :
 - §1. The kind of a man he was.
 - §2. Some of the good deeds he did.
 - §3. Some words he spoke.
 - §4. What others thought of him.
 - §5. His motto through life.
3. Illustrate your work with a picture of the Pilgrims or the Mayflower ; any of the pictures of Abraham ; an outline map ; drawing or model of tent or staff.

THE NEW LESSON

LESSON TITLE: ISAAC—A PRINCE AMONG MEN

Suggestions for study

Ask yourself what a prince is. What do we mean when we say of a man : He is a *princely* man? How does such a man act? Think of Isaac as such a man.

With this in mind read carefully the lesson material. Recall that Isaac was a shepherd and lived in tents, which he moved from place to place. Locate Beersheba on map 1. Place on outline map some dots round about Beersheba to represent places where he pastured his flocks.

Lesson material

Genesis 21 : 2, 3, 8.

24 : 1-67.

26 : 12-33.

1 The kind of a boy Isaac was

- a. He loved very much to be with his father. Why?
- b. Obeyed his father in all things. One instance. Why? Gen. 22 : 1-19.
- c. He was a clever workman ; and could play many musical instruments.
- d. He had a sweet voice and could sing well.
- e. Was a happy boy. What made him happy?

2 The kind of a man he was

- a. He did obediently what God wanted him to do. "If I obey him all will be well," he said.

- b. He had the habit of praying to God. Why did he pray?
 - c. He was not above taking his father's advice. Read Gen. 24 : 3, 4ff for the incident which shows this. What is it to be headstrong?
 - d. Princes and nobles in those days had more than one wife. How many did Isaac have? Why?
 - e. Some of the princes near Isaac tried to "pick a quarrel" with him. How? Gen. 26 : 15, 18, 20-22. Did they succeed? Why not? What is it to be long-suffering? Does it pay?
- 3 How he became great
- a. God greatly prospered him. Gen. 26 : 12b. Why?
 - b. In what ways was he prospered? Gen. 26 : 12a-14, 16b. How good did he become? What makes a "great" man?
 - c. Another source of his wealth. Gen. 25 : 5.
 - d. How did he compare with the other princes in the land? Gen. 26 : 16b. Why?
- 4 What others thought of him
- a. What Abraham thought of him.
 - b. What God thought of him.
 - c. The near-by chieftains. Gen. 26 : 16b, 28, 29.
 - d. The Jews in later times.
 - e. What a great scholar in our day says of him. Note 2.
- 5 Marked traits of character
- a. b.
 - c. d.
 - e. What do you most admire about him, and which of his qualities would you like most for yourself?

Memory verses — Isaac's mottoes

- 1. Commit thy way unto the Lord ; trust also in him, and he shall bring it to pass.— *Psalm 37 : 5.*
- 2. Resist not him that is evil, but whosoever smiteth thee on thy right cheek, turn to him the other also. If any man would go to law with thee, and take away the coat, let him have thy cloke also.— *Matt. 5 : 39, 40.*

LESSON 3

Constructive work on last lesson

Write a short life of Isaac following this plan:

- 1. Lesson Title: Isaac — A Prince among Men.
- 2. Write briefly on the following topics :
 - §1. The kind of a boy Isaac was.
 - §2. The kind of a man he was.
 - §3. How he became great.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. His mottoes through life.
- 3. Illustrate your work with picture of a shepherd, Isaac and Rebecca before Abraham ; model of a tent, or shepherd's crook ; outline map.

THE NEW LESSON

LESSON TITLE: JACOB — A YOUNG MAN WHO WANTED GOOD THINGS TOO MUCH

Suggestions for study

The words in the lesson title apply to Jacob. The things he wanted were good, but not the best. Read the lesson material carefully, and discover, if you can, what the two things were which he wanted too much. He used wrong methods in getting them. See if you can discover what the wrong methods were. Locate Beersheba, Bethel, and Haran on map 1. Find out the distance from Beersheba to Haran and imagine Jacob making a journey there and back. Place dots on outline map to represent the places mentioned, and draw a line from Beersheba to Haran to show his journey.

Lesson material

Genesis 25 : 24-34.

27 : 1-47.

28 : 1-5.

29 : 1, 10-30.

30 : 25-43.

1 The twin boys

- | | |
|----------------------------------|-----------------------|
| a. Their names. Which the older? | b. Their looks. |
| c. Their dispositions. | d. Their occupations. |

2 The kind of a young man he was

- Ambitious for wealth and position.
- Grasping and unfair. An example showing this: the bargain for the birth-right. Gen. 25 : 29-34.
 - What the birthright meant.
 - The unfair method he used to get it.
- Tricky and deceitful. Shown in the way he took to secure the blessing. Gen. 27 : 1-41.
 - What did the blessing mean?
 - The trick Jacob used to get it. Read through the story to see how many lies Jacob told. Why did Jacob leave home?
- Shrewd and dishonest.

Read Gen. 29 : 10-30; 30 : 25 to 31 : 21 for the story of one tricky man against another. How did each trick the other?
- Why did Jacob do all these wrong things? What nickname did they give him? Gen. 27 : 36.

3 What others thought of him

- | | |
|------------------------|-----------|
| a. Esau. Gen. 27 : 41. | b. Isaac. |
| c. The neighbors. | d. God. |

4 Marked traits of character

- | | |
|---------|---------|
| a. | b. |
| c. | d. |

What do you most despise in him?

Memory verse — What Jacob did not know, or else did not believe

The love of money is a root of all kinds of evil. — 1 Tim. 6 : 10.

LESSON 4

Constructive work on last lesson

Write the first chapter of the life of Jacob following this plan :

1. Lesson Title: Jacob—A young Man who wanted good Things too much.
2. Write briefly on the following topics :
 - §1. The twin boys.
 - §2. The kind of young man Jacob was.
 - §3. What others thought of him.
 - §4. Marked traits of character.
 - §5. Memory verse — Jacob's mistake.
3. Illustrate your work with model of pocket-book, picture of twins, picture of a dishonest man. Make a drawing to represent Jacob, and another a long distance from him, to represent Esau or Laban to show how trickery and dishonesty separate men.

THE NEW LESSON

LESSON TITLE: JACOB — A MAN WHO BEGAN WRONG AND ENDED RIGHT

Suggestions for study

Read the memory verse and think of it as applying to Jacob. Try to think what it means. Ask yourself which is better: riches or personal qualities? Which should one put first? Read the lesson title, and with it in mind read the lesson material carefully. In what ways is he a different man?

Locate Shechem on map 1. Think of Jacob living there. Find Egypt and think of Jacob moving there. Mark his journey on outline map no. 1.

Lesson material

Genesis 32 : 3-22.
33 : 1-20.

1 The change that came over Jacob

- a. Read 32 : 24-29 and think of it as Jacob's conversion — the good in Jacob is struggling with the bad. What is conversion?
- b. He offers to give back to Esau the birthright. Gen. 32 : 4, 5 ; 33 : 8. What do you think of Jacob for this? What name will you give to it?
- c. The effect this had upon Esau. Gen. 33 : 4.
- d. He gives Esau a present. What? 32 : 13-18. When he gave the present he said, "I want to make amends for my wrong." Did Esau finally take it? 33 : 11.
- e. Your feelings toward Jacob have changed. You admire him now, do you not? Why?

2 What the new Jacob did

- a. Became a great prince. After his conversion his name was changed. To what? Gen. 32 : 28. Israel means "Prince."
- b. His descendants were called Israelites — after whom? Why not called Abrahamites?
- c. Became a Jehovah man like Abraham and Isaac. What kind of a man was this?
- d. Had much trouble and sorrow, but bore it all patiently.
- e. Moved his entire family to Egypt.

3 Some of Jacob's words

- a. Gen. 31 : 49 — A goodbye.
- b. Gen. 32 : 10a — A prayer.

4 What others thought of him

- a. What God thought. Gen. 35 : 10-12.....
- b. What Esau thought.....

- c. The king of Egypt.....
- d. What Joseph thought.
- e. What his relatives and friends thought. Gen. 50: 7-13.

5 Marked traits of character

- a. b.
- c. d.
- e. What do you most admire about him?.....
- f. If he had had his life to live over again how do you think he would have changed it?.....

Memory verse— Jacob's motto after his life changed

Work not for the meat which perisheth, but for the meat which abideth unto eternal life. — *John 6 : 27.*

LESSON 5

Constructive work on last lesson

Write the second chapter of the life of Jacob, following this plan :

1. Lesson Title : Jacob — a Young Man who began Wrong and ended Right.
2. Write briefly on the following topics :
 - §1. The change that came over Jacob.
 - §2. What the new Jacob did.
 - §3. Some things he said.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. His motto after his conversion.
3. Illustrate the narrative with outline map, pictures, drawings and models.

THE NEW LESSON

LESSON TITLE: JOSEPH — A GIFTED BOY WHO HAD A HARD TIME

Suggestions for study

Read the lesson material carefully.

Look at the map and locate Hebron. Think of Joseph living there when a boy. Find Egypt, and think of him as a slave there. Think of him doing his work well and being well liked. Why was he well liked?

Lesson material

Genesis 37 : 1-36.

39 : 1-23.

1 The sort of a boy Joseph was

- a. How compare with his brothers in character and ability?
- b. His dreams—about the career he would have. What were these dreams? Gen. 37 : 5-10. Their significance. His nickname.
- c. His pure soul revolted against the evil he saw his brothers do. Why? Gen. 37 : 2. The nickname they likely gave him.
- d. Read Gen. 37 : 4, 5, 8, 11 and try to find reasons why his brothers hated him. Note verse 4b, for how they treated him. Their last cruelty to him. Gen. 37 : 13-36.
- e. What qualities did Joseph show under the hateful treatment of his brothers?

- 2 A slave — but a faithful slave
- a. To whom the gypsies sold him. Gen. 37 : 36. The price they got for him. His work.

b. Joseph is promoted. 39 : 4b. Why? How did things go under his management.

c. How Potiphar felt toward him. 6a. How far did he trust him? 6b. Why? What qualities did Joseph show? His personal appearance. 6b.
- 3 A slave — but a pure young man
- a. Potiphar's wife wanted Joseph to do a great wickedness. Joseph's manly reply.

b. Read. Gen. 39 : 7-18 for the rest of the story. Note the lie she told.

c. What Potiphar did to Joseph. Did Potiphar suspect Joseph was innocent?

d. Things have gone very wrong with Joseph — did he lose heart? Why not?
- 4 What others thought of him
- a. Jacob..... Why love him?

b. His brothers..... Why hate him?

c. The gypsies..... Why ask a high price for him?

d. Potiphar..... Why trust him?

e. The other servants and slaves..... Why friendly with him?
- 5 Marked traits of character
- a.....

b.....

c.....

d.....

Memory verse — What Joseph kept thinking to himself
All things work together for good to them who love God.— *Romans 8 : 28.*

LESSON 6

Constructive work on last lesson

Write the first chapter of the life of Joseph using this plan :

1. Lesson Title : Joseph — A Gifted Boy who had a Hard Time.
2. Write briefly on the following topics :

§1. The sort of boy Joseph was.

§2. A slave — but a faithful slave.

§3. A slave — but a pure man.

§4. What others thought of him.

§5. Marked traits of character.

§6. What he was ever saying to himself.
3. Illustrate your work with pictures, outline map, models and drawings.

THE NEW LESSON

LESSON TITLE: JOSEPH—A YOUNG MAN WHO SUDDENLY ROSE
TO GREAT POWER

Suggestions for study

Think of the expression — “From a log cabin to the White House.” Find out of which of our presidents this was said. What does it mean? Think of Abraham Lincoln as a rail-splitter, then as president. Think of Joseph as gaining a similar success. On outline map 2 draw Joseph's office and roads from all directions leading to it.

Lesson material

Genesis 39 : 20-23.

40 : 1-23.

41 : 1-57.

1 Joseph's life in prison

- a. How the jailer felt toward Joseph. 39 : 21b. Why?
- b. To what office did he appoint him? 39 : 22, 23. How did things go in the prison? Why?
- c. Two men he met in prison with whom he had good times, 40 : 1-4; and the kindness he did them. 40 : 5ff.

2 Promoted by the king

- a. The king is greatly troubled by something — what? What were the dreams? Gen. 41 : 1ff.
- b. Who tells the king what they mean? Was Joseph conceited? 41 : 15, 16.
- c. What Joseph advised the king to do. 41 : 33-36.
- d. How the king rewarded him. 41 : 39ff.
- e. Was it a high position? How high? 41 : 40-44. What power did he have?

3 "Master of the Land of the Nile"

- a. The work he did. 41 : 46-49.
- b. The great famine. Where did the people get food to live on? 41 : 54-57.
- c. Who had charge of selling the corn and wheat? 41 : 55.
- d. Who came to buy food? 42 : 1ff. How would many men have treated them? How did Joseph treat them? 42 : 25. What do you call this in Joseph?

4 What others thought of Joseph

- a. The jailer.....
- b. What Pharaoh thought.
(1) When Joseph told him his dream. Gen. 41 : 38-40.....
(2) When the famine came. Gen. 41 : 55.....
- c. The Hebrew people. Note 3.....
- d. The Egyptians. Gen. 47 : 25.
- e. Ask yourself — What do I most admire about Joseph?.....
- f. Name some men who from lowly life became great.....

5 Marked traits of character

- a..... b.....
- c..... d.....

What was the secret of Joseph's success?.....

Memory verse — The secret of Joseph's success

Can we find such a one as this, a man in whom the spirit of God is? — Gen. 41 : 38.

LESSON 7**Constructive work in last lesson**

Write the second chapter of the life of Joseph using this plan :

1. Lesson Title: Joseph — A Young Man who suddenly rose to Great Power.

2. Write briefly on the following topics :
 - §1. Joseph's life in prison.
 - §2. Promoted by the king.
 - §3. "Master of the Land of the Nile."
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. The secret of his success.
3. Illustrate your work with pictures, map, models and drawings.

THE NEW LESSON

LESSON TITLE: THE HEBREW GREAT-HEART

Suggestions for study

Think what is meant by the word "Great-heart" in the title. What is a great-hearted man? Look at the memory verse and notice the words are Christ's. Did Christ live for himself, or to do good to others? Think of Moses as such a person.

Find Egypt on map. Draw a city on outline map to represent Tanis and a house to mark Moses' home. Make a great many dots all through Goshen to represent houses of slaves.

Lesson material

Exodus 1 : 7-22.

2 : 1-11a.

1 The times Moses lived in

- a. 400 years after Joseph. Great changes have taken place in Egypt.
- b. What changes? A new race of kings rule the land. Did they like the Hebrews? The Hebrews have grown to be 400,000.
- c. The slavery. Read Uncle Tom's Cabin to find out about slavery in the south. How did the king treat the Hebrews? Exod. 1 : 11-14.

2 Baby Moses

- a. What Pharaoh told his policemen to do with the boy babies. 1 : 22.
- b. The meaning of "goodly" in 2 : 2. How Moses was saved. Exod. 2 : 1-10. What is it to be "adopted?"

3 The kind of a young man Moses grew to be

- a. Tall and wonderfully handsome.
- b. He lived at the palace and had the best teachers.
- c. He surpassed all the other pupils: in athletics — what? Why? In his studies — what? Why?
- d. After he had finished college he went to the great university. How get along there? Why?

4 His great sacrifice

- a. After his graduation before he began his work, what occurred? Exod. 2 : 11a.
- b. Read Hebrews 11 : 24, 25 and Note 4. What do you think of Moses for this? Why did he do it?
- c. For a number of years he and Aaron his brother helped the Hebrews.
- d. The Egyptians hated him and no doubt attempted to assassinate him. Why?

5 Marked traits of character

- | | |
|---------|---------|
| a. | b. |
| c. | d. |

What do you most admire about him? Why?

The name of a great-hearted man.

Memory verse—Moses' motto

Whosoever shall become great among you shall be your minister, and whosoever would be first among you shall be your servant. Christ's words.—*Matt. 20 : 26, 27.*

LESSON 8

Constructive work on last lesson

Write the first chapter of the life of Moses following this plan :

1. Lesson Title : Moses — The Hebrew Great-heart.
2. Write briefly on the following topics :
 - §1. The times Moses lived in.
 - §2. Baby Moses.
 - §3. The kind of a young man he was.
 - §4. His great sacrifice.
 - §5. Marked traits of character.
 - §6. His motto through life.
3. Illustrate your work with outline map, pictures, models or drawings.

THE NEW LESSON

LESSON TITLE: MOSES — THE ABRAHAM LINCOLN OF THE OLDEN TIME

Suggestions for study

Look at a picture of Abraham Lincoln and find out what he did. Think of Moses as doing much the same for the Hebrew slaves. Why did he do it? Find Egypt on map. On outline map no. 3 draw a line from Tanis across the Red Sea to Mt. Sinai to represent a road over which Moses and the run-a-way slaves went.

Lesson material

Read carefully Exodus 2 : 11b-25.

3 : 1-22.

4 : 18-20.

14 : 5-31.

1 The champion of the wronged people

- a. How he felt when he saw them wrongly treated.
- b. What he did once in anger. Exod. 2 : 12. Why?
- c. A peace-maker among the slaves. Exod. 2 : 13, 14.
- d. He left the country. Why? Where go? Exod. 2 : 15. How spend his time there? What is forest-craft? Where was his heart during these years?
- e. After some years God told Moses that he should go back and work for his people. At first he did not want to go, but after a while he said : —“ I ought not to please myself when there is a great work to do.” Does he go? Why?

2 His contest with Pharaoh—one great man against another

- a. The people are not willing to run away. What was Moses' first work? 4 : 29ff.
- b. Read Exod. 6 : 10 to 11 : 20 and think of it as a contest between two great men. Who were the men? The result of the contest.
- c. Was Moses an “able” man? Was it merely ability that made him succeed? What in addition?

3 At the head of 400,000 run-a-way slaves

- a. Think of the immense task of leading so many slaves. The condition of these slaves.
- b. Tell about the wonderful deliverance at the Red Sea. Exod. 14: 11-31.
- c. Draw a line on outline map 3, to represent the journey to Mt. Sinai.

4 Marked traits of character

- a. b. c.
- d. e. f.
- g. What do you most admire about Moses?
- h. Why was Abraham Lincoln called the "Liberator"?
- i. What could you call Moses?

Memory verse — What Moses was ever saying to himself

How can I endure to see the evil that shall come unto my people.—*Esther 8: 6.*

LESSON 9

Constructive work on last lesson

Write the second chapter of the life of Moses following this plan :

1. Lesson Title: Moses — The Abraham Lincoln of the Olden Time.
2. Write briefly on the following topics :
 - §1. The champion of the wronged people.
 - §2. His contest with Pharaoh — one great man against another.
 - §3. At the head of the run-a-way slaves.
 - §4. Marked traits of character.
 - §5. What Moses was ever saying to himself.
3. Illustrate your work with pictures, outline map and models.

THE NEW LESSON**LESSON TITLE: MOSES — A GREAT MAN WHO UPLIFTED A PEOPLE****Suggestions for study**

Find Mt. Sinai on map 2. Make a drawing on outline map 3, to represent Mt. Sinai. Make a great many marks to represent tents. Think of the people living here 40 years. What kind of people were they? Educated and with good habits, or not?

Look at a picture of Moses and try to form an idea of the kind of man he was. Does he look as though he could do things?

Lesson material

Read carefully Exodus 15 : 22-27.
 16 : 1-4.
 17 : 1-7.

18 : 1-27.
 19 : 1-25.
 20 : 1-21.

1 A long hard work in uplifting the slaves

- a. How many years? How many years since the Civil war ended?
- b. How he uplifted them.
 - (1) Built a tabernacle in which to worship God.
 - (2) Chose many of the best men as religious teachers. They were called priests.
 - (3) Made many laws about their health, their duties to God and to one another.
 - (4) Appointed judges. Moses himself was chief judge.

- c. Who today is called the "Moses" of the colored people?.....
Why?
- 2 His death**
- a. How old was he? What about his eye-sight and health? Deut. 34:7.
b. He went up into a mountain to speak with God, and did not come back. It was believed by the Hebrews that angels buried him.
- 3 Some good things he said**
- a. Psalm 90. God our Dwelling-place.
b. Numbers 6:24-26. An Old-Time Goodbye.
- 4 What others thought of him**
- a. What God thought of him..... Why?
b. What the people of his time thought. Deut. 34:8.
c. What the historian said of him. Deut. 34:10-12.
d. By what title was he known? See heading to Psalm 90.....
e. What do you most admire about him?.....
- 5 Marked traits of character**
- a..... b.....
c..... d.....
Which quality do you think most worthy of imitation?..... Why?
- Memory verse—His motto through life**
The Good Shepherd layeth down his life for the sheep.—*John 10:11.*

LESSON 10

Constructive work on last lesson

Write the third chapter of the life of Moses following this plan: .

1. Lesson Title: Moses — A great Man who uplifted a People.
2. Write briefly on the following topics :
 - §1. A long hard work in uplifting the slaves.
 - §2. Moses' death.
 - §3. Some good things he said.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. His motto through life.
3. Illustrate your work with pictures, drawings, and outline map.

THE NEW LESSON

LESSON TITLE: BALAAM—A GREAT MAN WHO TRIFLED WITH TEMPTATION

Suggestions for study

Recall what you know about Benedict Arnold. Think of him as a patriot, then as a traitor, and his sad end. Ask yourself how it all happened.

Think of a man whom every one thought was a good man, who afterwards did some great wrong. How did it happen? Think of Balaam as such a person. Look at the memory verse, and ask whether our thoughts about a wrong thing make it easy for us to do it.

Lesson material

Read carefully Numbers 22 : 1-14.
23 : 1-30.
24 : 10-14.

Numbers 31 : 8.
2 Peter 2 : 15, 16.

1. The kind of a man Balaam was at first

- a. A celebrated prophet of Jehovah, apparently the same kind of a man as Moses and almost as great. Where did he live and how far did his fame reach? Num. 22 : 4, 5.
- b. A true man.
 - (1) Balak's first request of Balaam. Num. 22 : 5ff.
Balaam's answer. Verse 13.
 - (2) Balak's second offer. 22 : 15ff. Balaam's answer. Verse 18.

2. His downfall

- a. The princes tarry and give bigger offers of reward. The result. Verse 21.
- b. He will go, but he is sure he will not do the wrong Balak wants him to do. What were some of his strange experiences on the way? Num. 22 : 22-36.
- c. Once there, he gradually gives way. After the battle he is found among the slain with the bribe-money in his hands.
- d. Did he dream when he started he would come to this?
- e. The explanation of men's downfalls. Is it true that thoughts become actions?

3. Two lofty things Balaam said

- a. What the Lord requires. Micah 6 : 8. See also verses 5, 6, 7.
- b. Let me die the death of the righteous and let my death be like his: (that is like Jacob's). Numbers 23 : 10b. Balaam's prayer, yet he kept on trifling with temptation.

4. What others thought of him

- a. What Balak thought.....
- b. What God thought.....
- c. What he thought of himself at last.....
- d. What the Jews thought of him. 2 Pet. 2 : 15; Jude 11.

5. Marked traits of character

- a..... b.....
- c..... d.....
- What was his first wrong step? What words sum up his career?.....

Memory verse — What the lesson teaches

As a man thinketh in his heart, so is he. — *Proverbs 23 : 7.*

LESSON 11

Constructive work on last lesson

Write the life of Balaam following this plan :

- 1. Lesson Title : Balaam — A Great Man who trifled with Temptation.
- 2. Write briefly on the following topics :
 - §1. The kind of a man Balaam was at first.
 - §2. His downfall.
 - §3. Two lofty things Balaam said.
 - §4. What others thought of him.

- §5. Marked traits of character.
- §6. What the lesson teaches.
- 3. Illustrate your work with an outline map, suitable pictures, drawings and models.

THE NEW LESSON

LESSON TITLE: JOSHUA—A GREAT MAN AND BRAVE SOLDIER

Suggestions for study

Name over to yourself some great soldiers. Recall the kind of men they were and what they did. Look at the map of Egypt and think of Joshua as one of the slaves there. Find the wilderness on map no. 1 and on outline map no. 3 near Sinai place an M and a J with a plus sign between them, and think of J as Moses' assistant during his 40 years' work with the slaves there. Draw a line on outline map showing Joshua's movements.

Lesson material

Read carefully Exodus 17:9, 10.
 Numbers 13:2, 8, 16-33.
 14:6-10, 37, 38.
 Joshua 1:1-18.

1 The kind of a young man he was

- a. A slave in Egypt—from 14 to 45 he worked in the brick-yards. Faithful.
- b. Becomes captain of a military company. They met where the police could not find them and drilled. A patriot.
- c. Was big and straight and strong. Note 5.
- d. Of great daring and fearless courage. How shown?
 - (1) A battle must be fought. Who was chosen to fight it? Exodus 17:9, 10. Why?
 - (2) Moses chooses twelve spies. Who was chosen from the tribe of Ephraim? Num. 13:8, 16. Why? Read Num. 13:17-25.
- e. Moses' work was too great. He chooses an assistant. Who? Why? He was a praying man. What pray for?
- f. Appointed by Moses to be his successor. Then he went into his tent and prayed again. What for? Read Joshua 1:5-9 for God's answer to his prayer.

2 His wonderful exploits

- a. How do armies cross rivers today? How Joshua got his across. Joshua 3:5-17.
- b. How other generals captured cities in those days. How did Joshua? Joshua 6:1-20.
- c. Won many great battles. His army was called the "Ever Victorious Army." Why? Upon what did Joshua depend for victory?
- d. An old man now—his last words. Joshua 23:1, 2, 11, 14.

3 What others thought of him

- a. What God thought..... Why?
- b. What Moses thought..... Why?
- c. How the people felt toward him. Josh. 4:14; 6:27.
- d. What his enemies thought. Josh. 5:1.....

4 Marked traits of character

- | | |
|---------|---------|
| a. | b. |
| c. | d. |

Select the one you most admire.

Memory verse — What Joshua knew God was saying to him

As I was with Moses, so I will be with thee; I will not fail thee, nor forsake thee. Be strong and of a good courage; be not affrighted, neither be thou dismayed; for the Lord thy God is with thee whithersoever thou goest. — *Joshua 1:5, 9.*

LESSON 12

Constructive work on last lesson

Write the life of Joshua following this plan:

1. Lesson Title: Joshua — A great Man and brave Soldier.
2. Write briefly on the following topics:
 - §1. The kind of a young man he was.
 - §2. His wonderful exploits.
 - §3. What others thought of him.
 - §4. Marked traits of character.
 - §5. What he knew God was ever saying to him.
3. Illustrate your work with outline map, pictures, drawings and models.

THE NEW LESSON**LESSON TITLE: CALEB—A BOLD MAN WHO LOVED A HARD TASK****Suggestions for study**

In studying this lesson do not forget that Caleb was a man of God. That was the secret of his courage. "His strength was like the strength of ten, because his heart was pure." His life was spent in three countries—Egypt, Wilderness of Arabia, and Canaan. Look these places up on the map, and place a C in each country. Draw a line to represent his travels.

Lesson material

Read Numbers 13: 2, 6, 17-33.

14: 1-10, 23, 24.

Joshua 14: 6-15.

1 The sort of a young man he was

- a. When a boy he learned to swim, and shoot, and climb trees, and find his way by starlight.
- b. A slave as was Joshua. From 14 to 40 years of age he drew heavy building stones from the quarries. What was he thinking about all these years?
- c. Big and strong. The overseer and all the workmen liked him because he was "strong as an ox."
- d. He hated the Egyptians. Note 6. Why did he hate them?
- e. Moses chose him as one of the captains of his army. Why?
- f. Was loyal to God, and did faithfully what he knew God wanted him to do.

2 His bold and daring exploits

- a. A spy doing a hazardous piece of work. What? Read Numbers 13: 1-25
The kind of men chosen for spies. Num. 14: 2b, 3b.

- b. Face to face with a mob. Read Num. 14: 1-10. The mob came near stoning Caleb and two others. Why? Did they hold their ground? Verses 6-9.
- c. Helpful to Moses and Joshua during the 40 years they were in the wilderness, doing what he was told to do.
- d. One of Joshua's generals, he was in the thick of the fight always. If there was any hard, perilous work to do, whom did Joshua select? Why?
- e. Fought the giants at Hebron when 85 years old. Read Joshua 14: 6-15; 15: 13, 14.
- f. An exploit of Caleb's younger brother Othniel. Joshua 15: 15-18. Note that both Caleb and Othniel loved to do hard things. Some one has said that for true growth in character we ought to do at least one thing a day that is really difficult. Do you believe this? Name some things that are hard for you to do.

3 What others thought of him

- a. God was pleased with him. Why? Num, 14: 24; Josh. 14: 8.
- b. What Moses and Joshua thought?..... Why?
- c. What his band of mighty men thought..... Why?
- d. What do you most admire about him?..... Why?

4 Marked traits of character

- a..... b.....
- c..... d.....
- Name the boy in this school who is most like Caleb..... Why?
- Some boy who does only the easy things.....
- A boy who loves a hard task.....

Memory verse — Caleb's motto

Be strong in the Lord, and in the strength of his might. Put on the whole armour of God, that ye may be able to stand against the wiles of the devil. — *Ephesians 6: 10, 11.*

LESSON 13

Constructive work on last lesson

Write the life of Caleb following this plan:

1. Lesson Title: Caleb — A Bold Man who loved a hard Task.
2. Write briefly on the following topics:
 - §1. The sort of a man he was.
 - §2. His bold and daring exploits.
 - §3. What others thought of him.
 - §4. Marked traits of character.
 - §5. His motto through life.
2. Illustrate your work with pictures, outline map, drawing and models.

THE NEW LESSON

LESSON TITLE: GIDEON — A PATRIOT OF THE OLDEN TIME

Suggestions for study

Think what a patriot is. Name some in American history. Think of the Israelites as having conquered Canaan and as having made homes for themselves. There was as yet no king or police or army. Each man did much as he pleased.

Find Ophrah on map no. 2. Place a house on outline map no. 4 to correspond with it and think of Gideon as living there. Locate Mt. Gilead, Succoth, and connect them with a line. Place crossed swords at right place to suggest a battle.

Lesson material

Read carefully Judges 6 : 1-40.

7 : 1-25.

8 : 1-35.

1 The kind of a young man he was

- a. A country boy. How country boys differ from city boys.
- b. Straight, tall and noble looking. People said : "How like a king he is." Judges 8 : 18.
- c. The title he was known by. Jud. 6 : 12b. Why did they give him this title?
- d. Faithful to God, and a leader among the young men. Note 7.
- e. Fearless in doing right. Read Jud. 6 : 25-32. See Note 8.
- f. A patriot like Washington. Read Jud. 6 : 1-6. Whenever harvest time came wandering bands of gypsies would come—how many of them? Verse 5. They turned their flocks into the harvest fields, broke open the barns, burned the houses, and drove away the sheep and cattle. The Israelites were afraid of them. When they saw them coming where did they go? Verse 2. Many of the Israelites did not care, but it troubled one young man. Who? Why?
- g. A great passion possessed him : "We must drive out these gypsies." He became sure that some one would help him. Who? 6 : 15.

2 What Gideon did for his country

- a. Think of Washington. What did he do? Think of Gideon doing the same thing. Why did he do it?
- b. For an account of his army of 32,000 read Judges 6 : 33 ; 7 : 3. How many of Gideon's army were real patriots like himself? Judges 7 : 4-8.
- c. A great battle—300 patriots against 135,000 gypsies. 7 : 9f ; 8 : 10. Find out about Leonidas and his Spartan band.
- d. The honor they wanted to give Gideon. 8 : 22. His reply. Why did he refuse.

3 What others thought of him

- a. What did the young men in the village think?..... Why?
- b. What his band of patriots thought?..... Why?
- c. What did the people think? 8 : 22, 32, 33. Why?
- d. What the army of gypsies thought?..... Why?
- e. What God thought. Matt. 25 : 21. Why?

4 Marked traits of character

- a. b.
- c. d.
- e. What quality in Gideon's character do you most admire and think most worthy of imitation?.....
- f. If he were living in our time what wrongs would be right?.....
- g. Name some man you know or have read of who reminds you of Gideon? Why?

Memory verse—What he was ever saying

Ye that love the Lord, hate evil. — *Psalm 97 : 10a.*

LESSON 14

Constructive work on last lesson

Write the life of Gideon following this plan :

1. Lesson Title : Gideon — A Patriot of the Olden Time.
2. Write briefly on the following topics :
 - §1. The kind of a man he was.
 - §2. What Gideon did for his country.
 - §3. What others thought of him.
 - §4. Marked traits of character.
 - §5. What he was ever saying.
3. Illustrate your work with outline map, suitable pictures, drawings and models.

THE NEW LESSON

LESSON TITLE: SAMSON — A STRONG MAN WITH A WEAK WILL

Suggestions for study

On map no. 2 find Zorah and think of Samson as living there. Notice that it is near to the Philistines, who were bitter enemies of the Israelites, and who were oppressing them.

Study the picture of Samson. From the picture try to form some idea of the kind of man he was. Read again the words — a strong man with a weak will. In what ways strong? In what ways weak?

Lesson material

Judges 13 : 1-25.
14 : 1-20.

15 : 1-20.
16 : 1-31.

1 The times in which Samson lived

Some years after Gideon. No king nor strong government — much like the American colonies before the Revolution. The Philistines have conquered the part of the country where Samson lived and are oppressing them.

2 The kind of a boy he was

- a. Belonged to a Temperance Society called Nazirites. Three things the members did not do. Judges 13 : 4, 5.
- b. The best wrestler, the strongest boy; all the others admired his strong, healthy body. Why healthy and strong?
- c. There was much drinking in Samson's day. They wanted Samson to drink. His reply: "No, it does but harm. Water is the best drink for a man who would be strong."

3 The kind of a man he was

- a. The strongest man that ever lived. Some of his feats of strength which were the talk of the land.
 - (1) Judges 14 : 5, 6..... (2) Judges 15 : 9-17.....
 - (3) Judges 16 : 6-9..... (4) Judges 16 : 28-30.....
- b. He was a practical joker. Three of his jokes —
 - (1) Judges 15 : 1-5. (2) Judges 16 : 1-3. (3) Judges 16 : 13, 14.

4 His downfall

- a. His love of a joke carried him too far, and got him into trouble. He used his strength only to make his countrymen laugh. What better ways were there? Compare with Gideon.
- b. He had a fierce temper which he did not control. What he did on two occasions when angry. Judges 14 : 19; 15 : 4-6.

- c. He had a strong body, but not a pure mind. His heart went after bad women, and these led him astray.
- d. He had a weak will, and so was easily influenced by the persons he associated with. What kind of persons?
- e. After a time he forgot the God of his boyhood and cared only for his own pleasure.

5 His sad end

- a. His strength left him. Ask yourself: Why?
- b. The Philistines caught him. How? How did they punish him? Judges 16: 21-22.
- c. In the prison, in sorrow for his sin he learned anew the lesson of prayer, and lived again as when a boy. What effect did this have upon his strength?
- d. The manner of his death. Judges 16: 23-30.

6 Marked traits of character

- a. b.
- c. d.
- e. If Samson could have lived his life over again how would he have improved it? You pity him. Why?
- f. What trait of character do you most admire and think most worthy of imitation? Which do you most despise and intend to avoid?
- g. Ask yourself—Am I tolerating habits which are injuring me? What?

Memory verse—A bit of advice which would have done Samson good

Keep thy heart* with all diligence, for out of it are the issues of life.—*Proverbs* 4: 23.

LESSON 15

Constructive work on last lesson

Write the life of Samson following this plan:

1. Lesson Title: Samson — A Strong Man with a Weak Will.
2. Write briefly on the following topics:
 - §1. The times Samson lived in.
 - §2. The kind of a boy he was.
 - §3. The kind of a man he was.
 - §4. His downfall.
 - §5. His sad end.
 - §6. Marked traits of character.
 - §7. The memory verse—a bit of good advice.
3. Illustrate your work with pictures, drawings, map and models.

THE NEW LESSON

LESSON TITLE: RUTH—A STORY OF TRUE DEVOTION

Suggestions for study

What do we mean when we say one person is *devoted* to another? Think of Ruth as “devoted.”

* *Heart* means thoughts, desires and purposes.

Look at the picture, Ruth and Naomi. Find out who the persons are and what one of them is saying. Which is the greater person — one who has to ask for favors, or one who is able to do favors?

On map no. 2 locate Bethlehem and Moab. On outline map 4, draw a line to represent the journey to Moab and the return.

Lesson material

Read carefully the Book of Ruth.

1 Naomi

- a. Where live? Other members of her family. Ruth 1:2,
- b. A great famine came upon all the land. What is a famine?
- c. Where they moved to. 1:1, 2b. They live happily there — then a great misfortune befalls them. What? 1:3. What is a widow? An orphan?
- d. The sons grew to manhood. Then they do what? The names of their wives. 1:4. They prospered and were happy. How long?
- e. A great pestilence broke out among the Moabites. What is a pestilence? Who died? 1:5. How did Naomi feel then?

2 Ruth's great devotion

- a. Naomi decides to return to Bethlehem. Why? Where are her relatives? How old is she? Does she have any property?
- b. What Ruth and Orpah intend doing when they learn of her decision. Why? Naomi's reply. 1:8, 9. Their reply 1:10.
- c. The two princes. Note 9.
- d. Ruth supports Naomi by her work. Note 10.
- e. Boaz, a rich farmer is kind to Ruth. For how he felt toward her and how he helped her, see Ruth 2:1-23; 3:15-17.

3 What others thought of Ruth

- a. What the people of Bethlehem thought of her because she took care of Naomi. Ruth 2:11; 3:11.....
- b. What Boaz thought. Ruth 4:13.....
- c. What did God think of her?.....
- d. How do you feel toward her?.....

4 Marked traits of character

- a. b.
- c. d.
- e. What do you most admire about Ruth?.....
- f. The name of some one who is supporting a widowed mother or invalid sister.
.....

Memory verse — Why Ruth did what she did

Love is as strong as death:
Many waters cannot quench love.
— *Song of Songs 8:6b-7a.*

LESSON 16

Constructive work on last lesson

Write the story of Ruth following this plan :

1. Lesson Title : Ruth — A Story of True Devotion.
2. Write briefly on the following topics :
 - §1. Naomi.
 - §2. Ruth's great devotion.
 - §3. What others thought of her.
 - §4. Marked traits of character.
 - §5. Why she did as she did — the memory verse.
3. Illustrate your narrative with outline map, pictures, drawings and models.

THE NEW LESSON

LESSON TITLE: SAMUEL — A BOY MEN ADMIRER AND LOVED

Suggestions for study

Look carefully at the picture of young Samuel and try to form some idea of the kind of a boy he was.

Find Shiloh on map no. 2. Place a dot on outline map no. 4, to represent it. Make drawing of a great church there, with a house by the side of it, for the minister. Think of Samuel as living with that minister and being trained for a minister.

Lesson material

Read carefully I Sam. 1 : 1-23.
 2 : 11-36.
 3 : 1-21.

1 The kind of a boy he was

- a. To what society did his father and mother belong? I Sam. 1 : 11b. What kind of people were the Nazirites?.....
- b. Where did he spend his childhood—in his parents' home or where? I Sam. 1 : 22 ; 2 : 11b. Why was he taken there? To learn to be — what? I Sam. 1 : 28.
- c. His work there : At the temple he was taught about God, the sacrifices, and the holy feasts. When he was twelve years old Eli gave him some work to do. Each day he had to wash the brass vessels used in the sacrifices and polish them till they glistened for brightness. He lighted the candles at evening time and put them out in the morning, for there could never be any darkness in the temple. And each day clad in his long linen robe he had to be present and assist Eli with the service of incense. Read I Sam. 2 : 18, 19.
- d. The consecration of himself to God. Note 11.
- e. The great conviction that came to him : "I must do a great work for God." Note 12.

2 The kind of a young man he was

- a. Faithful in his work, and in favor with the people. From that time on Samuel did his work about the temple with a wonderful faithfulness. He soon grew in favor with the people. Many who had stopped going to the temple, began to go again, and the whole land was full of the praises of the young priest who was bringing the people back to God. Read I Sam. 2 : 26 and 3 : 19—4 : 1a.
- b. There were two men who did not like Samuel. These men were Hophni and Phineas, the sons of Eli. When Samuel sought to restrain them in their wickedness, they threatened to lay hold of him and beat him. For a number

of years Samuel remained at the temple preaching to the people and trying to purify the worship.

- c. When he saw that he could do no good there, he left the temple and disappeared among the fastnesses of the hills. Read I Sam. 2 : 12-17

3 What others thought of him

- a. Eli..... Why?
 b. The people. I Sam. 2 : 26b; 3 : 20..... Why?
 c. God. I Sam. 2 : 26a..... Why?
 d. Hophni and Phineas..... Why?

4 Marked traits of character

- a. b.
 c. d.
 e. Who in this class comes most regularly to church?
 f. What do you like best about Samuel?..... Why?

Memory verse — Samuel's two prayers to God

I Samuel, give thee all my heart — I keep nothing back.
 Speak, Lord : for thy servant heareth.—*I Sam. 3 : 9.*

LESSON 17

Constructive work on last lesson

Write the first chapter of the life of Samuel following this plan :

1. Lesson Title: Samuel — A Boy Men Admired and Loved.
2. Write briefly on the following topics :
 - §1. The kind of a boy he was.
 - §2. The kind of a young man he was.
 - §3. What others thought of him.
 - §4. Marked traits of character.
 - §5. Two of his prayers.
3. Illustrate your narrative with outline map, pictures, drawings and models.

THE NEW LESSON

LESSON TITLE: SAMUEL — THE FIRST MAN IN ALL THE LAND

Suggestions for study

Think of the meaning of "The First Man" in all the Land. Name the man who is the first man in your state today — and think of Samuel as such a person. Notice the location of Ramah, Shiloh, Mizpah, Gilgal, Bethel on map no. 2, and place squares on outline map 4 to represent them. Think of those places as the capitols of the land and Samuel living in each a part of each year. Think of the people coming to him for advice, and doing what he said. Remember he was not a king — only a great and good man, working for the welfare of his people.

Lesson material

Read carefully I Samuel 4 : 1-22.

7 : 1-17.

8 : 1-22.

1 The good things Samuel did

- a. For twenty years he preached to the people of the hill-country. What do you think he said? I Sam. 15 : 22b; Micah 6 : 8. Did the people do what he said? Why?

- b. For a short time became a soldier. I Sam. 7:3-14. Note 13.
 - c. Became a great judge. Find out the places where he had his court. The people everywhere went to him for advice, and his word was law in the land. Read I Sam. 7:15-17.
 - d. Founded schools to train young men to be preachers of righteous living, like himself.
 - e. The people trusted Samuel so much they asked him to select a king for them. Samuel chose Saul, a choice young man who was at one time in one of his schools.
- 2 Some things he said**
- a. To obey is better than sacrifice. I Sam. 15:22b.
 - b. Fear the Lord, and serve him in truth with all your heart: for consider how great things he hath done for you. I Sam. 12:24.
- 3 What others thought of him**
- a. What God thought..... Why?
 - b. What the people of his time thought. How many people came to his funeral? I Sam. 25:1..... Why?
 - c. What the people long years after thought. 406 years after, they removed what were supposed to be his remains to Constantinople. Why?
- 4 Marked traits of character**
- a. b.
 - c. d.
 - e. What do you most admire about him?..... Why?
 - f. Name some men who are somewhat like Samuel — great preachers, or professors, or philanthropists, whom the people greatly love.....

Memory verse — What God gives to men who do good

God shall give glory and honor and peace to every man that worketh good.—
Romans 2:10.

LESSON 18

Constructive work on last lesson

Write the second chapter of the life of Samuel following this plan:

1. Lesson Title: Samuel — The First Man in all the Land.
2. Write briefly on the following topics:
 - §1. The good things Samuel did.
 - §2. Some things he said.
 - §3. What others thought of him.
 - §4. Marked traits of character.
 - §5. What God gives to men who do good.
3. Illustrate your narrative with outline map, pictures, drawings and models.

THE NEW LESSON

LESSON TITLE: “SONS” OF THE PROPHETS — CHOICE YOUNG MEN IN SCHOOL

Suggestions for study

Think of a college — buildings, teachers and scholars. There were colleges in Samuel's day. On outline map no. 2 near Gilgal, Shiloh, Mizpah, Ramah and Bethel place Cs, for what? What were the young men studying to be? Think of them as preachers and teachers. What did they preach and teach?

Lesson material

Read carefully I Sam. 10 : 1-13. II Kings 6 : 1-17.

1 The Priests

One class of religious teachers among the Hebrews were called priests. They offered the sacrifices and conducted the temple services. There were thousands of them. Were they always good men? I Sam. 2 : 12, 13, 17, 22.

2 Who the Prophets were

- a. Another class of religious men. They were laymen who were moved to preach and act by the sins and follies of their countrymen.
- b. They did not believe much in sacrifices, but in pure and godly living. The priests and prophets did not always get along well with each other. The names of two prophets about whom we have studied.....

3 The schools of the Prophets

- a. The young men who attended the schools of the prophets were known as — what? II Kings 6 : 1..... The head of the school was called — what? II Kings 6 : 5b.....
- b. They lived together like in our colleges, and went through the land in groups doing good, playing musical instruments, singing songs. Rich men would give them presents.
- c. In Samuel's day there were at least five of these schools, with as many as 600 pupils. Only choice young men could enter.
- d. Their chief study was the Old Testament, especially the rewards for right doing and the penalties for wrong doing. It was contact with the "master" of the school that most influenced them.

4 After school—what?

- a. Went to their homes and took up every day work. But whenever anything went wrong in the land they would suddenly appear on the streets denouncing the wrong and the wrong doers. They were the "reformers" of the olden time.
- b. They believed in the old customs, and defended the common people against the tyranny of kings. They were the "patriots" of the olden time.
- c. From among the prophets came the historians and poets. Most of our Bible was written by them.
- d. The nature of their work brought upon them the enmity of kings and nobles. Many of them suffered persecution and martyrdom. But no fear of consequences kept them from opposing the wrong and declaring in earnest words the truth which burned in their souls.

5 What was thought of them

- a. What God thought..... Why?
- b. How the people regarded them..... Why?
- c. What they thought of themselves..... Why?

6 Marked traits of character

- a..... b.....
- c..... d.....

What do you most admire about them?.....

Memory verse — What they were ever saying

What does the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God. — *Micah 6 : 8.*

LESSON 19

Constructive work on last lesson

Write a short story about the Sons of the Prophets, following this plan:

1. The Title: Sons of the Prophets — Choice young Men in School.
2. Write briefly on the following topics:
 - §1. Who the Priests were.
 - §2. Who the Prophets were.
 - §3. The schools and what the young men did there.
 - §4. What they did after they finished school.
 - §5. What others thought of them.
 - §6. Marked traits of character.
 - §7. What they were ever saying.
3. Illustrate your work with outline map, pictures, drawings and models.

THE NEW LESSON

LESSON TITLE: SAUL — A YOUNG MAN WHO STARTED OUT WELL

Suggestions for study

Saul is an interesting person. Study him carefully. Place a dot in the centre of the little tribe of Benjamin and think of that as his home. Think of him as a farmer's boy. Think of him as a pupil in Samuel's school, and as having qualities which made him a universal favorite. Try to think what some of the qualities are which make one a favorite.

Lesson material

Read carefully I Samuel, chapters 9, 10 and 11.

1 The kind of a young man Saul was

- a. His father's name..... and standing in the community.....
..... How Saul compared with other young men in personal qualities and stature. I Sam 9: 1, 2.....
- b. Find II Sam. 1: 23 and answer the following:

How swift a runner was he.....

How strong.....

In feats of strength how did he compare with other young men.....
- c. Read carefully the narrative in I Sam. 10: 1-13 and note that Samuel liked Saul; that while in Samuel's school a great desire to serve God entered his heart.

2 How he became king

- a. Saul grows to be a universal favorite — everybody likes him and speaks well of him. What made them like him?
- b. The people want a king. Many persons begin to say, "Saul is the man."
- c. Read I Sam. 9: 15-24 and get from it that Samuel favored Saul for king. Note how he was impressed when he met Saul; that he invited him to dinner with 30 prominent men and put him in chief place — what did this mean? — and the anointing in 10: 1.
- d. Read I Sam. 10: 17-24 for the story of Saul's election and coronation. What did the people shout at the coronation?.....
- e. Note verses 22 and 23 and ask why he hid himself. Was it modesty and humility? See also 9: 21 and 10: 14-16.

3 What others thought of him

- a. What God thought.....
- b. What Samuel thought.....
- c. Why did the people like him?.....
- d. What were his feelings about himself?.....
- e. What purpose was in his heart?.....

4 Marked traits of character

- a. b.
- c. d.

What do you admire about him and think most worthy of imitation in your own life?

Memory verse—the reason why he started out well

The meek will be guide in judgment:

And the meek will he teach his way. — *Psalms 25 : 9.*

LESSON 20

Constructive work on last lesson

Write the first chapter of the life of Saul following this plan :

1. Lesson Title: Saul—A Young Man who started out well.
2. Write briefly on the following topics:
 - §1. The kind of a young man Saul was.
 - §2. How he became king.
 - §3. What others thought of him.
 - §4. Marked traits of character.
 - §5. The reason why he started out well.
3. Illustrate your work with outline map, pictures, drawings and models.

THE NEW LESSON**LESSON TITLE: SAUL—A KING WHO WAS NOT KINGLY****Suggestions for study**

Find Gibeah on the map and think of Saul as a king having his court there. Think of what constitutes a court. Think how kings live, and imagine Saul living thus. Think of him as a successful soldier and a popular king. Read again the lesson title and ask yourself what an “unkingly” king is. Some great men have downfalls. As you study the lesson try to see what caused Saul’s downfall. Read the memory verse for a suggestion of the cause.

Lesson material

Read carefully I Samuel 13 : 1-7, 15-23.	16 : 14-23.
14 : 47-52.	31 : 1-13.
15 : 1-35.	

1 The great things Saul did

- a. Look at I Sam. 13 : 2. Think of these 3000 as a standing army, the nucleus of a large army of militia or minute men.
- b. Read I Sam. 14 : 52b and get from it that he formed a famous body-guard. These men were noted for their great stature and valor. Note the words “mighty” and “valiant”.

- c. Read I Sam. 14:47, 48, 52a for the history of his wars. Against what five nations? What was the result of these wars? Note the word "valiantly" in 48.
- d. What does all this show about his leadership? His generalship?

2 What was thought of him at this time

- a. What the people thought of him.
- b. Name some of his fine qualities and select the one you most admire.
 (1) (2)
 (3) I Sam. 14:35.
 (4) I Sam. 14:24, 39.

3 The kind of a man he came to be

- a. Read I Sam. 15:1-31 noting especially verses 10, 11, 17, 19, 22, 23, 26 to see whether he is puffed up by his successes. Does he any longer have the spirit of doing what God wants him to do?
- b. Has he grown self-willed and headstrong? Will he take advice from Samuel? Why not?
- c. Read I Sam. 16:14, 15 and think of Saul as having fits of frenzy and melancholy—a sort of insanity. They occurred only at long intervals at first, and lasted only a short time, but grew on him.
- d. What caused them? Was bad temper one cause? Was worry another? What did he worry about? Did the affairs of the kingdom go on well?
- e. Read I Sam. 16:16-23 for the method used by his friends for getting him out of these spells.
- f. What was his feeling toward David? I Sam. 18:6-9. If you have time read chapters 18, 19, 20, 21, 22, 23, etc., in further answer to this question. Did his jealousy and hatred of David have anything to do with his unhappiness?
- g. Read I Sam. 28:7, 8 and get from it that he no longer prays to God, but consults witches.

4 What others thought of him now

- a. What God thought. I Sam. 15:35b.
- b. Samuel. I Sam. 15:35.
- c. The people.
- d. What feeling do you have for him? Why do you pity him?

- e. Where did he make his mistake?
- f. If you were to write an inscription for his monument, what would you write?

5 Poor Saul—his sad end. I Sam. 31.

Memory verses—The cause of his failure

Pride goeth before destruction,
 And a haughty spirit before a fall.
 — *Proverbs 16:8.*

Except the Lord build the house,
 They labor in vain that build it:
 Except the Lord keep the city,
 The watchman waketh but in vain.
 — *Psalms 127:1.*

4 His love for David

- a. When this love began. I Sam. 17:55-18:3.
- b. After this David became court minstrel. I Sam. 16:14-23. Ask yourself whether they were not much together during these years.
- c. Some things Jonathan gave David. I Sam. 18:4ff. The significance of these gifts.
- d. What is said of Jonathan's love for David? I Sam. 20:17b.
- e. What David himself said about Jonathan's love for him. II Sam. 1:26b.
- f. Jonathan shields David from his father's anger and plots. I Sam. 19:1ff.
- g. Recall that Jonathan was the natural successor to Saul. Think of David's growing popularity and ask yourself how this made Jonathan feel. I Sam. 20:23.

5 What others thought of him

- a. What God thought..... Why?.....
- b. What the people thought..... Why?.....
- c. What David thought..... Why?.....
- d. The men of Jabesh-Gilead. I Sam. 31:8-13.....
- e. In regard to his unselfishness, of whom is Jonathan a type?
- f. If you had been in his place would you have been as unselfish as he?

6 Marked traits of character

- a..... b.....
- c..... d.....

What do you most admire about him?

Some one whose friendship suggests Jonathan's.....

Memory verse — what love does

Greater love hath no man than this, that a man lay down his life for his friends. Jesus' words.—*John 15:13.*

LESSON 22

Constructive work on last lesson

Write a short life of Jonathan following this plan:

1. Lesson Title: Jonathan — A True Friend.
2. Write briefly on the following topics:
 - §1. The kind of a young man Jonathan was.
 - §2. The offices he held.
 - §3. Some of his brave and generous deeds.
 - §4. His love for David.
 - §5. What others thought of him.
 - §6. Marked traits of character.
 - §7. What love does — memory verse.
3. Illustrate your work with map, pictures, drawings and models.

THE NEW LESSON**LESSON TITLE: DAVID — THE MAN AFTER GOD'S OWN HEART****Suggestions for study**

Find Bethlehem on the map and think of David living there on a large farm, taking care of sheep. Study the picture of David and try to get from it some idea of

the kind of young man he was. Read the lesson title again and ask yourself what is meant by "a man after God's own heart." Does it have reference to his looks, or learning, or character, or all these and more?

Lesson material

Read carefully I Samuel, chapters 16 and 17.

1 His family

- a. Where live? Which tribe belong to?
- b. His father's name and occupation.
- c. Number of brothers and their general character.

2 His personal appearance

- a. His looks. I Sam. 16: 12, 18.
- b. Dark or fair in complexion. I Sam. 16: 12.
- c. Size compared with the older brothers. I Sam. 16: 7, 13.

3 His many accomplishments

- a. Psalm 18: 33. b. Psalm 18: 29b.
- c. His strength. Psalm 18: 34.
- d. Expert in the use of a certain weapon. I Sam. 17: 49, 50.
- e. Skillful in playing a certain musical instrument. I Sam. 16: 16-23. How skillful compared with others?
- f. About his religion. Was noted for his piety and no sin came into his young life. Read I Sam. 13: 14 and 16: 7 and ask what was the reason why Samuel chose him as Saul's successor.
- g. He had many personal charms, with a "taking way" about him. Was this the reason why others liked him? See I Sam. 16: 21 and 18: 1 for two examples.

4 Some of his exploits

- a. Two wild animals he had fights with. I Sam. 17: 37. The result in both these cases.
- b. What this shows about his strength and courage.
- c. Read I Sam. 17: 1-58 for his greatest exploit. Note the difference in size between him and the giant. Note also that every one else was afraid to fight the giant. In what did he place his reliance—in his own skill or in what? Verse 37.
- d. College boys adorn their rooms with all sorts of trophies. With what trophy did David adorn his tent? Verse 54.
- e. Many other daring deeds in a wild and lawless time. For the reputation he had as a soldier, see I Sam. 16: 18.

5 What others thought of him

- a. What Samuel thought. Why?
- b. What Saul thought. I Sam. 16: 21, 22.
Why?
- c. What the people thought. I. Sam. 18: 16.
Why?
- d. What God thought. Why?

6 Marked traits of character

- a. b.
- c. d.

What in him do you most admire?

The names of some young men today who are somewhat like David.

Memory verse — The secret of his young life

In the Lord put I my trust. David's own words. *Psalms 111:1.*

LESSON 23

Constructive work on last lesson

Write the first chapter of the life of David following this plan:

1. Lesson Title: David — The Man after God's own Heart.
2. Write briefly on the following topics:
 - \$1. His family.
 - \$2. His personal appearance.
 - \$3. His many accomplishments.
 - \$4. Some of his exploits.
 - \$5. What others thought of him.
 - \$6. The trait of character you most admire.
 - \$7. The memory verse — the secret of his young life.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: DAVID — THE POPULAR IDOL OF THE PEOPLE

Suggestions for study

Find out what we mean by the "idol of the people". Ask yourself what are some of the qualities which make one a favorite. Is prowess — find out the meaning of the word — one? Is behaving one's self wisely another? Name some men in American history who have been very popular with the people. Think of Lincoln's humble boyhood and his rise to the presidency. Think of David rising in the same way.

Lesson material

Read carefully I Sam. 18:1-30.

19:1-17.

22:1-2.

24:1-7.

I Sam. 26:1-25.

27:1-3.

II Sam. 2:1-32.

3:1-39.

4:1-12.

1 The steps by which he rose to popularity and power

- a. His first position. I Sam. 16:17, 23.....
- b. His second. I Sam. 16:21b..... The duties.....
- c. His third — Secretary of War. I Sam. 18:5. The duties.
- d. His fourth. I Sam. 18:13.....
- e. How did he do in all these positions? I Sam. 18:14.
- f. The effect of all this upon the people. I Sam. 18:14-16, 30.
- g. The song the women sang when the army returned from one of its campaigns. I Sam. 18:7.

2 His outlaw life

- a. Ask why Saul hated David. See I Sam. 18:8 for the answer.
- b. He plans to get rid of David. How? I Sam. 19:1.
- c. Two narrow escapes. I Sam. 19:8-10; 19:11-17.

- d. Find on the map the Wilderness of Judea, and think of David taking refuge from Saul there. His best friends lived in these villages.
- e. Others join David. Who? What kind of men were some of them? How many? I Sam. 22:1, 2 and 23:13. What was their reason for joining themselves to David?
- f. The number of men Saul had hunting for David and his band. I Sam. 24:2. Saul thought David was plotting to be king, was he?
- g. Did David and his band fight against Saul? Why not? I Sam. 24:1-22 and 26:1-25.

3 Made King of Judah

- a. Recall the tribe to which David's family belonged.
- b. The event which brought matters to a crisis. I Sam. 31:1ff.
- c. Upon the death of Saul and Jonathan what did David's tribe, Judah, do? II Sam. 2:4.
- d. What Abner, Saul's great general, did? II Sam. 2:8, 9.
- e. There was civil war for seven and a half years. "The House of David" against "The House of Saul."
- f. The fortunes of war. II Sam. 3:1. How David treated the fallen heroes. II Sam. 3:31ff and 4:12b.

4 Becomes King of All Israel

Upon the death of Ishbosheth he is accepted by all the tribes. Read II Sam. 5:1-3.

5 Marked traits of character

- a. b.
- c. d.
- e. Which of these qualities do you most admire?
- f. Have you detected any weakness in his character so far?
- g. Doesn't he seem to do everything about right?

Memory verse—The reason for his advancement

He waxed greater and greater; for the Lord, the God of hosts, was with him. — II Sam. 5:10.

LESSON 24

Constructive work on last lesson

Write the second chapter of the life of David following this plan:

1. The Title: David — The Popular Idol of the People.
2. Write briefly on the following topics:
 - §1. The steps by which he rose.
 - §2. His life as an outlaw.
 - §3. King of Judah.
 - §4. King of all Israel.
 - §5. New traits of character.
 - §6. Memory verse—The reason for his advancement.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: DAVID—A GREAT MAN WHO WAS NOT WHOLLY GREAT

Suggestions for study

Find Jerusalem on the map and think of David as a great king. Think what kind of a house a great king lives in, and what the work of a great king is.

Think of him as famous for his piety and uprightness. Find out what these words mean. Think of some man in our day—a minister or cashier in a bank who has done a great wrong. Think of David doing a great wrong. Read the lesson title again and ask: In what ways was he great? Why not wholly great?

Lesson material

Read carefully II Samuel 5 : 4-12.

6 : 1-19.

8 : 1-14.

11 : 1-27.

12 : 1-12.

Psalms 51 : 1-17.

1 Some of the things David did as king

a. Captures a certain city from the giants and makes it his capitol. II Sam. 5 : 6-8. How does he fortify it? II Sam. 5 : 9b.

b. Two things he did to improve religion.

II Sam. 6 : 1f.

II Sam. 7 : 1f.

c. Conquered the surrounding nations and thus enlarged the kingdom. Make a list of these nations :

(1) II Sam. 8 : 1. (5) II Sam. 8 : 12.

(2) II Sam. 8 : 2. (6) II Sam. 8 : 12.

(3) II Sam. 8 : 3. (7) II Sam. 8 : 12.

(4) II Sam. 8 : 6. (8) II Sam. 8 : 14.

d. Thoroughly organizes the government. See II Sam. 20 : 23f.

2 More than a king

a. A great poet. Find the book of Psalms, and observe that many of them were written by David.

b. Was kind and tender-hearted in an age when kings were cruel. For his kindness to a lame boy, see II Sam. 9 : 1-13 ; to a man named Barzillai, II Sam. 19 : 31-33.

c. Was noted for his piety and deep interest in religion. By far the best man of his day.

d. Read carefully one of his prayers. II Sam. 7 : 18-29. Note how he feels towards God.

3 His great sins

a. His wonderful career was marred by two sins—adultery and murder. Ask yourself what adultery is, and read II Sam. 11 : 2-5. For the story of his murder of Uriah read II Sam. 11 : 6-17.

b. His manly repentance. Ask yourself what repentance is, and read Psalm 51.

4 New traits of character

a. b.

c. d.

Read the lesson title again and ask: In what ways great? Why not wholly great?

5 What others thought and said of him

- a. What God thought of him after his sin. II Sam. 11 : 27b.....
After his repentance.....
- b. The kings round about.
- c. The people of Israel.....
- d. A scholar today. Note 14.

Memory verse — David's prayer after his sin

Create in me a clean heart, O God ;
And renew a right spirit within me.

— *Psalm 51 : 10.*

LESSON 25

Constructive work in last lesson

Write the third chapter of the life of David following this plan :

1. The Title: A Great Man who was not wholly Great.
2. Write briefly on the following topics :
 - §1. Some of the things David did as king.
 - §2. Much more than a king.
 - §3. His great sins.
 - §4. New traits of character.
 - §5. What others thought of him.
 - §6. David's prayer after his sin.
3. Illustrate your work as in previous lessons.

THE NEW LESSON**LESSON TITLE: RIZPAH — MOTHER LOVE IN CRUEL TIMES****Suggestions for study**

Find Gibeah on the map ; place a mark there to represent the house in which Rizpah and her two sons lived. Think of a young woman taking care of her invalid brother for many years. Think of a poor widow with several children taking in washing to support them. Think of Rizpah as some such person. Find Gibeon on the map and place seven marks to represent crosses.

Lesson material

Read carefully Joshua 9 : 3-27.
II Sam. 21 : 1-14.

1 The events which lead up to the lesson

- a. The trick the Gibeonites played on Joshua. Joshua 9 : 3-27. Note particularly verse 9.
- b. Who violated this agreement? What did he do. II Sam. 21 : 1b, 2.....
- c. The great famine. What they said was the cause? Verse 2.

2 The atonement

- a. David offered the Gibeonites money to square the wrong. The reply of the Gibeonites. Verse 4.
- b. The demand of the Gibeonites. Which of Saul's relatives were chosen?
- c. What the Gibeonites did. Verse 9. The men were probably killed and then hung on crosses

d. What is done with the bodies of those executed for murder today?

3 Devoted Rizpah!

- a. Among the Jews for a dead body not to be buried was regarded as the depth of ignominy.
- b. Who was Rizpah and just what did she do? Verse 10.
- c. What is said about the number and size of vultures in Palestine. Note 15.
- d. If this was the case was it easy work? Think of her trying to drive the vultures away — think of her chasing the wild beasts away.
- e. How long did she do this — a day, a week, a month, or six months? Verse 10.
- f. What David did when he learned of her heroism. Verses 11-14.

4 What others thought of Rizpah

- a. What some of her neighbors may have said.....
- b. How some of the Gibeonites who saw her day after day must have felt.
.....
- c. What David thought of her.
- d. What God thought.
- e. What the people thought.
- f. How do you feel toward her?.....

5 Marked traits of character

- a..... b.....
- c..... d.....

6 Instance of a like devotion today

- a..... b.....

Memory verse — The explanation of her devotion

Let us love one another; for love is of God. Let us not love in word, neither with the tongue; but in deed and truth. — *I John 4:7 and 3:18.*

LESSON 26

Constructive work on last lesson

Write the story of Rizpah following this plan:

1. The Lesson Title: Rizpah — an Example of Mother Love in cruel Times.
2. Write briefly on the following topics:
 - §1. The events which lead up to the lesson.
 - §2. The atonement.
 - §3. Devoted Rizpah!
 - §4. What others thought of her.
 - §5. Marked traits of character.
 - §6. What explains her devotion?
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: ABSALOM — A PROMISING YOUNG MAN WHO CAME
TO A BAD END

Suggestions for study

Repeat carefully and slowly the words "a promising young man." Ask yourself

what a "promising" young man is. Repeat the remainder of the title, "who came to a bad end," and think what a bad end is. Think of a young man you know, who has gone wrong, or is going wrong. Refer to the memory verse at the end of the lesson, and think what those words mean. Find Jerusalem on the map; think of David's court there, and imagine Absalom living there.

Lesson material

Read carefully II Samuel 13 : 23-39.
14 : 1-33.
15 : 1-37.

II Samuel 16 : 15-23.
17 : 1-26.
18 : 1-33.

1 Who Absalom was

a. b. c.

2 The kind of a young man he was

- What about his looks. II Sam. 14 : 25. How compare with others?
- What about his body and health? 14 : 25. His hair? 14 : 26.
- How regarded by his father, the court, and the people?
- His prospects. Did he live up to people's expectation of him?

3 Some of his evil deeds

- Read II Sam. 13 : 23-37 for the story of a sheep-shearing party.
- He flees to escape the officers — where go to? 13 : 38.
- His treason against his father. Find out what treason is.
- He stole away the hearts of the people. 15 : 2-6. What do you think of a son who will treat his father thus?
- He forms a conspiracy against his father. 15 : 12. Find out what a conspiracy is. Find from American history what the Conway Cabal was.
- He secretly raises an army and declares himself king. 15 : 10.
- Marches to Jerusalem with his army to fight against, and perhaps kill his father. Ask yourself this question again: What do I think of a son who will do such things as these against his father?

4 Poor Absalom! — his bad end

- The great battle and the result. 18 : 1-8.
- What happened to Absalom? 18 : 9-15.
- How David felt about Absalom's death. 18 : 19-33.

5 Good traits of character

a. b.
c. d.

6 Absalom's faults and what they led to

a.
b.
c.
d.
e.
f.

Poor Absalom! How promising he was, but to what a sad end did he come!

Memory verse — The explanation of his bad end

There is a way which seemeth right unto a man,
But the end thereof are the ways of death.

— Proverbs 16 : 25.

LESSON 27

Constructive work on last lesson

Write the life of Absalom following this plan :

1. The Title: A Promising young Man who came to a Bad End.
2. Write briefly on the following topics :
 - §1. Who Absalom was.
 - §2. The kind of a young man he was.
 - §3. Some of his evil deeds.
 - §4. Poor Absalom — his bad end !
 - §5. Good traits of character.
 - §6. His faults and what they led to.
 - §7. The explanation of his bad end — memory verse.
3. Illustrate as in previous lessons.

THE NEW LESSON

LESSON TITLE: THE MIGHTY MEN OF DAVID—MEN WHO BECAME FAMOUS

Suggestions for study

Name some of the famous men of our country beginning with Washington ; some great statesmen ; some great generals. Take pains in reading the lesson material. Read every word. It is the story of great men. Note the names — try to pronounce them. Think of them becoming famous because of their brave deeds. Think of them as personal friends of David and as devoted to him.

Lesson material

Read carefully II Samuel 23 : 8-39.

2 : 12-32.

1 His commander-in-chief

- a. His name. II Sam. 24 : 2a.
- b. How related to David ?
- c. His character : a valiant warrior, an able general but cruel. Had great influence with David.
- d. His exploits. (1) Defeats Abner. II Sam. 2 : 12f.
(2) Slays Abner. II Sam. 2 : 17-30.
(3) Slays Absalom. II Sam. 18 : 1f.

2 "The first three"

- a. The first — I Chron. 11 : 11. Name..... and exploits.
- b. The second — II Sam. 23 : 9. Name..... and exploits.
- c. The third — II Sam. 23 : 11, 12. Name..... and exploits.

3 "The second three"

- a. Read II Sam. 23 : 18-23 noting the names of two of these.
- b. What they did to deserve promotion. Verses 15, 16.
- c. Another exploit of Abishai, verse 18. Note that he was a brother of Joab and nephew of David.
- d. Three other exploits of Benaiah, verses 20-22.

4. "The thirty" heroes

- a. II Sam. 23 : 24-39. Read the names carefully. Count the number in the roll of honor. Note that the name of the places where they lived or the name of the clan they belonged to, is given.

- b. Note that Asahel the first of the thirty is another brother of Joab and nephew of David. Read II Sam. 2 : 12f.
- c. For the story of some of their great campaigns read II Sam. 8 and 10.
- 5 Some great statesmen of David's time**
- a. Nathan. II Sam. 7 : 1-17 ; 12 : 1-15. Chaplain at David's court.
- b. Ahithophel. Secretary of State and one of David's most valued friends. I Chron. 27 : 33a.
- c. Hushai. Another Secretary of State. II Sam. 15 : 32-37 ; 16 : 16-19 ; 17 : 1f.
- d. Zadok and Ahimelech II Sam. 8 : 17.
- 6 What others thought of them**
- a. What David thought of them.....
- b. The generals in other armies.....
- c. What do you admire about them ?.....
- d. What their soldiers thought of them.....
- 7 Marked traits of character**
- a. b.
- c. d.

Memory verse — what they were ever saying to one another

Be of good courage, and let us play the man for our people, and for the cities of our God : and the Lord do that which seemeth him good.— *II Sam. 10 : 12.*

LESSON 28

Constructive work on last lesson

Write a story about the Mighty Men of David following this plan :

1. The Title : The Mighty Men of David — Men who became Famous.
2. Write briefly on the following topics :
 - §1. His Commander-in-chief.
 - §2. The first three.
 - §3. The second three.
 - §4. The thirty heroes.
 - §5. Some great statesmen of David's time.
 - §6. What others thought of them.
 - §7. The memory verse — what they were ever saying to one another.
3. Illustrate your narrative as in previous lessons.

THE NEW LESSON

LESSON TITLE: SOLOMON — THE CHIEF AMONG TEN THOUSAND

Suggestions for study

Think of a bright young man, with everything in his favor : good looks, health, ability, money, education, opportunity for a great career. Think of Solomon as such a young man. Ask yourself what a great career is, and name some men in your country who have had great careers. Ask yourself whether a great career is possible for every man. Why or why not?

Lesson material

Read I Kings 1 : 1-53.

2 : 1-4, 12.

1 Who Solomon was

- a.
 b. Chosen by David from all his sons to succeed him as king, when twenty years old. Why?

2 The kind of a young man he was

- a. The things he liked.
 (1) He cared more for study than for sports. Excelled all other princes in his studies.
 (2) When still young he astonished everybody with his knowledge about I Kings 4 : 33.
 (3) Was fond of working out hard problems, solving puzzles and guessing riddles.
 b. His ambition and daily prayer. I Kings 3 : 4-14, especially 9-11.
 (1) Was not for (2) Nor for
 (3) Neither for (4) But for
 c. His moral and religious character.
 (1) Had none of the faults of his brothers, Absalom and Adonijah. See I Kings 1 : 5f.
 (2) Was greatly devoted to religion. For a great prayer of his see II Chron. 6 : 12, 14f.

3 What people thought of him

- a. David Why?
 b. The people Why?
 c. King Hiram. I Kings 5 : 1 Why?
 d. God. I Kings 3 : 10f. Why?

4 Marked traits of character

- a. b.
 c. d.
 e. Read the lesson title again and ask in what respects was he the chief among ten thousand. Was it in knowledge? In ability? In character?
 f. What do you most admire about Solomon? Which of his qualities would you like to have for yourself?

Memory verse — Solomon's motto

Seek ye first the kingdom of God and his righteousness; and all these things shall be added unto you.— *Matt. 6 : 33.*

LESSON 29**Constructive work on last lesson**

Write the first chapter of the life of Solomon following this plan:

1. The Title: Solomon — The Chief among Ten Thousand.
2. Write briefly on the following topics :
 - §1. Who Solomon was.
 - §2. The kind of a young man he was.
 - a. The things he liked.
 - b. His ambition and prayer.
 - c. His moral and religious character

- §3. What people thought of him.
 - §4. The things about him you like.
 - §5. His motto—The memory verse.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: SOLOMON—THE WISEST MAN THAT EVER LIVED

Suggestions for study

Name two or three great scholars. Name two or three great kings. Think of Solomon as both a great scholar and a great king. Think of his fame reaching to all parts of the earth. Think of Solomon as very great. Ask yourself what makes greatness? Is it any one thing—or a number of things? What?

Lesson material

Read carefully I Kings 4: 29-34. I Kings 7: 1-51.
 5: 1-18. 10: 1-10.
 6: 1-38.

1 Solomon's wisdom

- a. How compare with other wise men in his day? I Kings 4: 30, 31.
- b. How compare with wise men of any time?
- c. How far did his fame reach?
- d. Think of other kings and scholars coming to see Solomon and hear his wisdom? I Kings 4: 34. If you think of it as a school—who was the teacher? Who the pupils?
- e. One example of his wisdom. Note 16. f. Another. Note 17.
- g. Another instance of his deep insight. I Kings 3: 16-28.
- h. The source of his wisdom. I Kings 3: 12.

2 His wise statesmanship

- a. Made just laws which brought an unexampled prosperity to the country.
- b. Kept peace with all the nations round about.
- c. Established commercial relations with many other nations.

3 His magnificent buildings

- a. The celebrated temple. Read II Chron. 2 and 3.
 - (1) The elegance of the interior. II Chron. 3: 5, 6, 7.
 - (2) The elegance of the holy of holies. 8, 9.
 - (3) The cherubim. 10-13.
 - (4) Four magnificent doors. I Kings 6: 31-35.
 - (5) A celebrated fountain. I Kings 7: 23-37, especially 25, 36.
 - (6) How many years in building? I Kings 6: 38b.
 - (7) The number of men at work upon it. I Kings 5: 13f.
- b. His palace.
 - (1) How many years in building? I Kings 7: 1.
 - (2) His throne. I Kings 10: 18-20.
- c. "The House of the Forest of Lebanon"—I Kings 7: 1-7.
 - (1) A court room or banquet hall.
 - (2) Some decorations in this hall. II Chron. 9: 15, 16.
- d. Many cities as stores cities and cities for his soldiers. See I Kings 9: 17, 18, 19.

4 Some of his wise sayings

- a. Proverbs 3: 5, 6. b. Prov. 15: 1. c. Prov. 20: 1.
- d. Read several chapters in Proverbs, remembering that they are a collection of Solomon's wise sayings. Ask what was the source of his wisdom.

5 What others thought of him on account of his wisdom

- a. The other kings. I Kings 4 : 34.
- b. His own people.
- c. The queen of Sheba. I Kings 10 : 6, 7.
- d. God.
- e. We today.

6 Additional traits of character

- a. b.
- c. d.
- e. Do you detect any weakening in his character? Where?

Memory verse — The source of wisdom

The fear of the Lord is the beginning of wisdom ;
And the knowledge of the Holy One is understanding.

Solomon's own words, Proverbs 9 : 10.

LESSON 30

Constructive work in last lesson

Write the second chapter of the life of Solomon following this plan :

1. The Title : Solomon — The Wisest Man that ever Lived.
2. Write briefly on the following topics :
 - §1. Solomon's wisdom.
 - §2. His wise statesmanship.
 - §3. His great and fine buildings.
 - §4. A few of his wise sayings.
 - §5. What others thought of him on account of his wisdom.
 - §6. Additional traits of character.
 - §7. Memory verse — the source of wisdom.

THE NEW LESSON**LESSON TITLE : SOLOMON—A WISE MAN WHO MADE BIG MISTAKES****Suggestions for study**

Think of Solomon as a great scholar — as knowing more than any one else. Repeat slowly the words — “who made big mistakes”. Say to yourself — he was wise about things, but made mistakes in his own living. Ask yourself whether to know how to make a good life is not as necessary as how to get a living. Think of Solomon as one who could tell others what to do to make a success, but who failed himself.

Lesson material

Read carefully I Kings 10 : 14-29.
11 : 1-13.

1 “In all his glory”

- a. He was the greatest among all kings.
- b. The nation had glory because of its superiority over all others.
- c. His great undertakings, vast and successful — all of them.
- d. His wisdom brought him fame ; his moral grandeur brought him distinction.

2 His great riches

- a. How plentiful gold and silver were. II Chron. 1:15a.
- b. The amount of gold that came to him each year. II Chron. 9:13, 14.
- c. How did he compare with other kings in his wealth? II Chron. 9:22.
- d. Do you think the people were prosperous?

3 His luxury

- a. The food required for his household for one day. I Kings 4:22, 23.
- b. His dress and that of his court. II Chron. 9:4.
- c. What his drinking vessels were made of. II Chron. 9:20.
- d. What all the vessels of his summer house were made of. II Chron. 9:20.
- e. His chariot. Note 18.
- f. Entertainments. Music of orchestras were everywhere in all his palaces.

4 His extravagance

- a. The immense cost of carrying on the government. Many officials, all with big salaries.
- b. The vast amount of money spent in building.
- c. The extravagance of an immense court.
- d. Extravagance in personal living.

5 His sensuality

- a. For the number of his wives and concubines, see I Kings 11:1-3.
- b. The character of these women. Note 19.
- c. Luxury and sensuality enfeebled his will, until like Samson he could not say "No".

6 His unwise statesmanship now

- a. He made slaves of 150,000 Canaanites, in order to build his great buildings.
- b. He laid heavy taxes upon the people in order to get the money he needed.

7 What others thought of him now

- a. God.....I Kings 11:9.
- b. The people.....I Kings 12:9.
- c. Those who were so proud of him once.....
- d. Solomon himself. Read Ecclesiastes, Chapters 1 and 2.
- e. A scholar today. Note 20.

8 Additional traits of character

- a..... b.....
- c..... d.....

Which of these traits do you most dislike?.....

What words sum up his life? A Wise Man, etc.

Memory verse—His advice to others

Keep thy heart with all diligence;
For out of it are the issues of life. *Proverbs 4:23.*

LESSON 31

Constructive work on last lesson

Write the third chapter of the life of Solomon following this plan :

1. The Title: Solomon — A Wise Man who made big Mistakes.
2. Write briefly on the following topics :

§1. His Glory.	5. His sensuality.
§2. His riches.	6. His oppression.
§3. His luxury.	7. Additional traits of character.
§4. His extravagance.	8. His advice to others.
3. Illustrate your work as in previous lessons.

THE NEW LESSON**LESSON TITLE: ELIJAH — A FEARLESS PROPHET****Suggestions for study**

Place a red dot at Jerusalem to represent the temple of Jehovah, and black dots in Jerusalem, Samaria and other cities to represent heathen temples. Think of most of the people going to these heathen temples, loving pleasure and living wickedly. Nobody seemed to care that such evils existed — except one young man. Who was he? He was called a prophet. Think of a prophet as one who sees things that are wrong, and is stirred to do something about them. Find out what a patriot is, and think of Elijah as a patriot.

Lesson material

Read carefully I Kings 17 : 1-24

18 : 1-46

19 : 1-21

21 : 17-29

II Kings 1 : 1-18

2 : 1-11

1 The times in which Elijah lived

- a. The policy of Solomon in building temples to other gods was followed by his successors.
- b. One of these gods was Baal. At the feasts held in his honor there was much drunkenness and licentiousness.
- c. Many foreign customs and habits were coming into the nation from the heathen, and the simple faiths and practices of Abraham, Isaac and Jacob were being forgotten.
- d. Elijah and the other prophets set themselves against these foreign customs.

2 The kind of a man he was

- a. His looks : tall and lank, and..... II Kings 1 : 8.
- b. He belonged to a society called Nazirites. They were *puritans*. What are puritans?
- c. To show his protest against the luxurious mode of living copied from foreigners, how did Elijah dress? II Kings 1 : 8 ; 2 : 8.
- d. He was an earnest preacher. He believed that only the worship of the true God could make a great people, and he went from city to city fearless in his denunciations of evil.

3 What he did

- a. He stood almost alone as a fearless champion of the cause of Jehovah, when it was an unpopular and losing cause.
- b. He boldly goes to the king and accuses him with being the cause of the evil times which had come upon Israel. I Kings 18 : 16-18. Remember in those times a king was accustomed to kill any man he did not like. Did this keep Elijah from going to him and saying what he had to say?

- c. For a contest he had with four hundred and fifty prophets of Baal before all the people, read I Kings 18: 17-40. Who came out ahead?
- d. What Jezebel the queen tried to do with him. See I Kings 19: 1, 2, 3.
- e. The king commands him to stop preaching—but does he? Why not?
- f. He starts schools and trains young men to become prophets—fearless preachers—patriots like himself.

4 What others thought of him

- a. What King Ahab thought of him. I Kings 18: 17; 21: 20.....
- b. What a certain woman thought of him. I Kings 17: 24.....
- c. What the pupils in his school thought of him.....
- d. What God thought of him.....
- e. What the Jews years after thought. Note 21.
- f. What the Jews today think. Note 22.
- g. What a great scholar today says of him. Note 23.

5 Marked traits of character

- a..... b.....
- c..... d.....

Which of these qualities do you most admire?

Think of some one you know or have read of who is fighting evil.

Memory verse—What explains his work

We ought to obey God rather than men.— *Acts 5: 29b.*

LESSON 32

Constructive work on last lesson

Write the life of Elijah following this plan:

1. The Title: Elijah — A Fearless Prophet.
2. Write briefly on the following topics:
 - §1. The times in which Elijah lived.
 - §2. The kind of a man he was.
 - §3. What he did.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. What explains his life—the memory verse.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: ELISHA—THE FOREMOST MAN IN ISRAEL IN HIS DAY

Suggestions for study

Find Samaria on the map. Remember that it was the capitol of the nation Israel, as Jerusalem was of Judah. Read the descriptive words in the lesson title, and ask yourself what is meant by the "foremost man." Think of Elisha as such a man. Refer to the memory verse and think of Elisha as such a man.

Lesson material

Read carefully II Kings 2: 1-25

6: 1-33

3: 1-27

7: 1-20

4: 1-44

8: 1-29

5: 1-27

13: 14-21

1 Who Elisha was

- a. A servant boy of Elijah — II Kings 3:11b. Later the head pupil in his school.
- b. For some years Elijah's assistant, and upon Elijah's disappearance in the clouds, the leader of the National party. See II Kings 2:15.
- c. The National party stood for the preservation of the old customs and religion. The prophets, Nazirites, Rechabites, Puritans — belonged to it.

2 The kind of a man he was

- a. In many ways unlike Elijah. Elijah was fond of solitude and lived much in the mountains. Elisha was fond of the cities.
- b. He was a milder and more lovable man than Elijah.
- c. Yet he could be stern, and he knew not the fear of man. For an instance of his severity, see II Kings 2:23f.
- d. He was a great-hearted man who was always doing kind deeds for the people. Ask yourself why he did them.

3 Some of the wonderful things he did

- a. Made tours over the entire country teaching in the schools which Elijah founded. His quiet work in these schools brought on the great revolution against heathenism after his death.
- b. He had a wisdom and power above ordinary men. He did more miracles than any other man in the O. T.
 - (1) For one miracle about a spring of water, see II Kings 2:19-22.
 - (2) How he helps a widow out of trouble. II Kings 4:17.
 - (3) Cures a celebrated general of an incurable disease. II Kings 5.
 - (4) What he does for a woman who had befriended him many times. II Kings 4:18-37.
- c. Kings recognized his greatness. One king consults him in war. See II Kings 3:10-19; another seeks his advice about prisoners. II Kings 6:21-23; the king of Damascus sends for him in his sickness. He successfully opposed the king who advised the surrender of Samaria to the Syrians. Read II Kings 6:24—7:20.

4 What others thought of him

- a. The kings of his day. II Kings 3:10; 6:21f.....
- b. His pupils in the schools.....
- c. The common people whom he helped.....
- d. The name by which he was called. II Kings 8:7, 8.....
- e. The historian tells us that he was honored with a splendid funeral, and that a great monument was built over his grave in Samaria.

5 Marked traits of character

- a. b.
- c. d.

What do you most admire about him?

Memory verse—The explanation of his great name

He that would be greatest among you let him become a servant: and he that would become the greatest of all, let him be the servant of all. Christ's words. — *Mark 10:43b, 44.*

LESSON 33

Constructive work on last lesson

Write the life of Elisha following this plan:

1. The Title: Elisha — The Foremost Man in Israel in his Day.
2. Write briefly on the following topics :
 - §1. Who Elisha was.
 - §2. The kind of a man he was.
 - §3. Some of the wonderful things he did.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. Memory verse — The explanation of his greatness.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: THE RECHABITES — SOME MEN WHO BELIEVED IN THE OLD CUSTOMS

Suggestions for study

Find out what you can about the Quakers — especially about their plain dress and their simple habits of living. Think of Jonadab and his society of Rechabites as such men. Think of men in our cities who are intemperate, licentious and extravagant. Think of other men in the country who hold to the good old ways of their fathers. Think of the Rechabites as such men. Find out who the Puritans were, what they stand for, and think of the Rechabites as Puritans.

Lesson material

Read carefully Jeremiah 35 : 1-19.
II Kings 10 : 15-29.

1 The founder of the Society

- a. His name. Jer. 35 : 6.....
- b. Was a friend of Elijah, and perhaps a pupil in his school.
- c. The name he gave to his society. After whom named? Jer. 35 : 8.

2 The kind of a man Jonadab was

- a. Believed in the worship of Jehovah and hated the new religions which were being introduced from the other nations.
- b. Hated also the new customs which were being introduced from the heathen nations, especially the custom of drinking wine, shaving the face, etc. See Jer. 33 : 6f.
- c. Because the king and queen encouraged the adoption of the new customs, Jonadab said harsh things about them ; on this account the Rechabites were bitterly persecuted.
- d. Aids in a revolution which overthrows Ahab and puts Jehu upon the throne. Jehu makes him one of his counsellors. For what Jonadab and Jehu did, see II Kings 10 : 15f. Ask yourself this question : did his zeal carry him too far?

3 The history of the society

- a. The vow each member took. Jer. 35 : 8-10. Note the prominence given temperance — not even raise grapes.
- b. Compare this vow with the vow of the Nazirites. See lesson on Samuel or Samson. Ask yourself, what gave rise to these puritan societies?

- c. They withdrew from the cities and the corrupt life about them, and formed a separate community in the wilderness north of the Dead Sea — find it on the map — where they kept pure the worship of Jehovah, and preserved the simple customs of their fathers.
- d. Long years after, when the Assyrian army invaded the land they moved to Jerusalem for safety, and there they met Jeremiah the great prophet. He preached a sermon on them. For what he said, see Jer. 35 : 12-17.
- e. For how Jeremiah tested them to see whether they still obeyed the teachings of Jonadab, see Jer. 35 : 1-6.
- f. They were still in existence in the twelfth century, a period of more than 2000 years. Compare with this Jeremiah's statement in Jer. 35 : 19.

4 What others thought of him

- a. What they thought of themselves.....
- b. How most of the people of their day regarded them.
- c. How the prophets, Nazirites, and the more religious people of their day regarded them.....
- d. What God thought of them.....

5 Marked traits of character

- a..... b.....
- c..... d.....

What do you most admire about them?

Memory verse — The explanation of their simple ways

Ask for the old paths, where is the good way, and walk therein, and ye shall find rest for your souls. — *Jer. 6 : 16.*

LESSON 34

Constructive work on last lesson

Write the story of Jonadab and the Rechabites following this plan :

1. The Title : Some men who believed in the Old Customs.
2. Write briefly on the following topics :
 - §1. The founder of the society.
 - §2. The kind of a man he was.
 - §3. The history of the society.
 - §4. What was thought of them.
 - §5. Marked traits of character.
 - §6. The explanation of their simple ways.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE : MICAIAH — ONE MAN IN 400 WHO WOULD NOT LIE TO PLEASE

Suggestions for study

Think of a great king who wants to have his own way. Think of his officers catering to secure his favor. Think of them as giving only such advice as they know will please the king. Think of one man who will not gloss over the truth, but tells things as they are. It was not to his advantage to speak the truth, but he did it regardless of consequences. What is a moral coward? A moral hero?

Lesson material

Read carefully I Kings 22 : 1-40.

1 The four hundred lying prophets

- a. Many of the prophets in order to escape persecution by King Ahab and Queen Jezebel, said and did only what pleased them.
- b. The kings of Israel and Judah want to know whether they will be successful in a war. Whom do they ask? I Kings 22 : 6. What did they say? 6b. Why did they say "you will be victorious"?

2 The one honest prophet

- a. His name. I Kings 22 : 8.
- b. How the king felt toward him. Why?
- c. The king had imprisoned him. Can you imagine what his offence was? Why didn't he do as the other prophets?
- d. Note the request the messenger made of Micaiah and his reply. I Kings 22 : 13, 14. In verse 15 he is mocking the lying prophets.
- e. Truthful words Micaiah spoke. Verse 17.
- f. What the chief of the lying prophets did to Micaiah. Verse 24.

3 The penalty for doing right

- a. See verses 26 and 27 for what the king did to him.
- b. Did he know that the king would punish him if he spoke the truth? Why then did he do it?
- c. Whose advice did the king take—Micaiah's or the lying prophets'? Verses 29 and 30.
- d. How the battle went and what became of the king. 31-38.

4 Honored by another king

- a. Appointed to what position? II Chron. 17 : 7-10. By whom?
- b. Would it appear from this that Jehoshaphat was friendly to him?
- c. What evidence is there that he was a great man?

5 What others thought of him

- a. What did he think of himself all the time he was in prison? Was he sorry for what he had done?
- b. What did the lying prophets think of him?
- c. What do you think of him?
- d. Ask yourself what a moral hero is. Was Micaiah such a man?

6 Marked traits of character

- a. b.
- c. d.

Place a line under the trait of his character you most admire. Name one or two boys or young men whom you are acquainted with who have this same trait of character.

- a. b.

Memory verse—The reason for his heroism

What my God saith, that will I speak. Micaiah's own words. II Chron. 18 : 13.

LESSON 35

Constructive work on last lesson

Write the life of Micaiah following this plan :

1. The Title: Micaiah — One Man in 400 who would not lie to please.
2. Write briefly on the following topics :
 - §1. The 400 lying prophets.
 - §2. The one honest prophet.
 - §3. The penalty for doing right.
 - §4. Honored by another king.
 - §5. What others thought of him.
 - §6. Marked traits of character.
 - §7. Memory verse — the reason for his heroism.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: ASA — A YOUNG MAN WHO WAS A CHAMPION FOR THE RIGHT

Suggestions for study

Think of a person like Emperor William of Germany, passing laws against drinking and going from place to place closing up saloons. Think of King Asa as such a person. Remember that the worship of heathen gods and the licentious practices connected therewith had grown to be as great an evil as intemperance in our day. The cause of Jehovah was losing ground. Think of Asa taking up the cause of Jehovah.

Lesson material

Read carefully II Chron. 14 : 1-15.

15 : 1-19.

16 : 1-14.

I Kings 15 : 9-24.

1 Who Asa was

Read II Chron. 14 : 1 for who Asa was. What his father and grandfather did. II Chron. 13.

2 The kind of a young man he was

- a. Was he religious? II Chron. 14 : 2. What is it to be religious?
- b. Believed in Jehovah only, and upon coming to the throne determined to stop the worship of heathen gods.
- c. Some of his advisors said : you will make enemies, some one may assassinate you if you oppose the heathen customs. What do suppose Asa said?

3 Some of the things Asa did

- a. Began a religious reform. What is a reform? Read II Chron. 14 : 3, 4, 5 for what he did in this reform.
- b. In this work he was greatly aided by a prophet. Who? See II Chron. 15 : 1-8.
- c. He repaired the temple and encouraged the people to worship Jehovah. See II Chron. 15 : 8b and 16 : 18. He was so popular with the religious people that they called him "Our young Champion."
- d. Some of the people still worshipped heathen gods secretly. Asa called a great mass meeting of the godly people of Jerusalem and there they voted to do a certain thing. What was it? See II Chron. 15 : 10-15. Reflect that it was Asa's zeal for God that made him do this. Ask yourself: did his zeal carry him too far?

- e. One of those who still secretly worshipped heathen gods was Asa's mother. What did Asa do when he learned of it? See II Chron. 15 : 16. Did this require courage? Was it unfilial?
- f. Asa has his faults. Read II Chron. 16 : 7, 10, 12 and name three. Why did he do so?
- g. How long did he reign and what was the character of his rule? Were the people happy? Were they prosperous? Was he a *great* king? Why?

4 What others thought of him

- a. What God thought.....
- b. The historian. II Chron. 14 : 2.....
- c. The godly people.....
- d. Those who did evil.....
- e. At his death were the flags at half mast? Why? What did they put in the coffin with the body? II Chron. 16 : 14a. Any bon-fires? 16 : 14b.

5 His personal qualities

- a.....
- b.....
- c.....
- d.....

What do you most admire about him?

Memory verse—The reason of his success

The Lord is with you while you be with him, if ye seek him he will be found of you ; but if ye forsake him he will forsake you. — *II Chron. 15 : 2.*

LESSON 36

Constructive work on last lesson

Write the life of Asa following this plan :

1. The Title: Asa—A Young King who was a Champion for the Right.
2. Write briefly on the following topics :
 - §1. Who Asa was.
 - §2. The kind of a young man he was.
 - §3. Some of the things he did.
 - §4. What others thought of him.
 - §5. The thing about him you most admire.
 - §6. The reason of his success.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: HEZEKIAH—A GOOD SON OF A BAD FATHER

Suggestions for study

Think of the king's palace in Jerusalem — of a wicked king and evil men living in it running the government. Think of him having a good mother, and a good man for a teacher.

Find out what a *reformer* is, and ask yourself what kind of men they are. Why are they reformers — is it for money? Think what evils need correcting in our day, and name the man in your town who is doing most to make it a good place. Look at the memory verse and think what it means.

Lesson material

Read carefully II Kings 18 : 1-37.
19 : 1-37.
20 : 1-21.

- 1 The kind of a man his father was
 - a. A king, but what sort of a king ?
 - b. Read II Chron. 28 : 1-4, 23-25, and note six bad things about him.
- 2 The kind of a man Hezekiah was
 - a. How old when he became king. II Chron. 29 : 1.
 - b. Was a Christian man amid a wicked court. What does this prove about his strength of character ? See II Kings 18 : 5, 6.
 - c. Not only encouraged the prophets to preach, but preached occasionally himself. See II Chron. 32 : 6-8.
 - d. Believed in prayer, and that God was with the man and nation which did right. For a prayer and answer, read II Kings 19 : 14-19, 35-37.
- 3 Some of the good things he did
 - a. Began a great *reform*. What is a reform ? See II Kings 18 : 4.
 - b. Destroyed the idols, temples and pleasure-houses where wickedness was done. See II Chron. 31 : 1.
 - c. For what he did the first month he was king, see II Chron. 29 : 3. Recall that there had been no services in the temple for a long time. Why did he do this ? A great *revival* took place. What is a revival ?
 - d. Read II Chron. 32 : 30 and ask what public improvements he made in Jerusalem. Did they have city waterworks ?
 - e. His wisdom in defending Jerusalem from capture. II Chron. 32 : 2f.
- 4 His riches and honor
 - a. Read II Chron. 32 : 27-29 and note carefully the different words: treasures for silver and gold, precious stones, etc. How did his riches compare with Solomon's ?
 - b. How other nations regarded him and treated him. II Chron. 32 : 25.
 - c. Did it puff him up as it did Solomon ? See II Chron. 32 : 25. How long did it last ? Verse 26.
- 5 The great prosperity of the country

Following the religious revival the country became very prosperous. Refer to the memory verse and ask why the country was prosperous.
- 6 Marked traits of character
 - a. b.
 - c. d.
- 7 What others thought of him
 - a. What the wicked men of his time thought?.....
 - b. How the people felt when they heard he was dead. II Chron. 32 : 33. What made the people like him ? Note the height of his monument. See II Chron. 32 : 33.
 - c. What did God like about him ?.....
 - d. What a great historian at a later time said of him. II Kings 18 : 5, 6.
 - e. What do you most admire about him ?.....

Memory verse—The reason for the great prosperity

Righteousness exalteth a nation :
But sin is a reproach to any people.—*Proverbs 14 : 34.*

LESSON 37

Constructive work on last lesson

Write the life of Hezekiah following this plan :

1. The Title: Hezekiah — The Good Son of a Bad Father.
2. Write briefly on the following topics:
 - §1. The kind of a man his father was.
 - §2. The kind of a man Hezekiah was.
 - §3. The good things he did.
 - §4. The prosperity of the country.
 - §5. Marked traits of character.
 - §6. What others thought of him.
 - §7. The reason for the great prosperity.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: ISAIAH — A CHRISTIAN STATESMAN

Suggestions for study

Ask yourself what a *statesman* is. Name one or two. Try to get a clear idea what their work is. Ask yourself what a *politician* is. The difference between a politician and a statesman. Try to think what a *Christian* statesman is. Was John Hay one? Was McKinley one? Was Lincoln one? Think of Isaiah as such a person.

Lesson material

Read carefully Isaiah 6 : 1-13.
 II Kings 19 : 1-7, 20-37.
 II Kings 20 : 1-21.

- 1 The times Isaiah lived in
 - a. Five kings reigned during his life.
 - b. The two parties. Note 24.
- 2 The kind of a man Isaiah was
 - a. Belonged to the nobility. See dictionary for meaning of the word.
 - b. He was educated at one of the schools of the prophets. What he believed.
 - c. He saw the idolatry and wickedness of the people and could not be silent about it — something must be done. Read Isaiah 6 : 1-13.
 - d. Was a reformer and fearless preacher of righteousness. After a time he became the leader of the Religious party.
- 3 Some of the noble things he did
 - a. As a leader of the Religious or Puritan party he urged King Jotham for sixteen years to make more of religion and less of war. Ask : what kind of a man dares oppose a king ?
 - b. For sixteen years during the reign of Ahaz he did the same.
 - c. When Hezekiah becomes king and adopts the policy of the religious party, he appoints Isaiah his Secretary of State. What is the work of this office ?
 - d. With King Hezekiah he leads a great religious reform. At his suggestion the idols are broken down, heathen temples destroyed, the prophets preach and a great revival breaks out.
 - e. Isaiah himself was the most famous of these preachers. During all these years he was making addresses and preaching sermons.
- 4 Some of the things he preached about
 - a. Isaiah 2 : 5.
 - b. Isaiah 1 : 18.
 - c. Isaiah 1 : 16.

- b. Remember, we have many of Isaiah's sermon in our Bible. Find the *Book of Isaiah* and read.
- 5 What became of Isaiah
- After good King Hezekiah died, Manasseh his son, became king. For what he did read II Chron. 33. Isaiah, now an old man with white hair, rebuked him sternly for his evil. For this the king imprisoned him, and after a time had him sawed in pieces. Ask: did Isaiah know that there was danger in opposing the king? Did it keep him from doing it?
- 6 Marked traits of character
- a. b.
c. d.
- 7 What others thought of him
- a. How the wicked king felt toward him..... Why ?.....
b. What good King Hezekiah thought..... Why ?.....
c. What God thought..... Why ?.....
d. What the Jews in later years thought. They regarded him as the greatest of their prophets. What they did with his sermons and addresses.
e. What do you most admire about him ?.....

Memory verse Isaiah's constant advice to the people
Cease to do evil ; learn to do well. *Isaiah 1 : 17.*

LESSON 38

- Constructive work on last lesson
- Write the life of Isaiah following this plan :
- 1. The Title : Isaiah — A Christian Statesman.
 - 2. Write briefly on the following topics :
 - §1. The times Isaiah lived in.
 - §2. The kind of a man he was.
 - §3. Some of the noble things he did.
 - §4. Marked traits of character.
 - §5. What became of him.
 - §6. What others thought of him.
 - §7. His advice to the people.
 - 3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: MANASSEH — THE MAN OF BLOOD

Suggestions for study

Think of the names of the two political parties in our nation. Think of the Catholics and Protestants, and the principles of each. Think of some such parties in the Jewish nation, but in bitter conflict with each other. Think of one party as large and powerful headed by the king, persecuting the other party which is now very small. Find out why Mary I, Queen of England, was called "Bloody Mary".

Lesson material

Read carefully II Kings 21 : 1-18.
II Chron. 33 : 1-20.

1 The two parties in Judah

- a. Their names: the Heathen or Foreign party, and the Puritan or National party.
- b. Of whom composed: Foreign party—of kings, princes, nobles and common people. Puritan party—of prophets, Nazirites, etc.—men of high moral and religious character like the Puritans of English history.
- c. The principles of these parties. Note 25.

2 The kind of a man Manasseh was

- a. The king and leader of the Foreign party.
- b. What he did when he became king. II Chron. 33: 2-10.
- c. Find from an Encyclopedia about the *Inquisition*.
- d. Began a bitter persecution of the leaders of the Puritan party. Prominent members were arrested and imprisoned.
- e. Raging like a mad lion he put to death the worshipers of Jehovah until it seemed as if Jerusalem was a bowl filled with blood. See II Kings 21: 16. Some were killed almost every day.

3 What he did

- | | |
|---------------------------------|-------------------------|
| a. II Kings 21: 3..... | d. II Kings 21: 6..... |
| b. II Kings 21: 4..... | e. II Kings 21: 7..... |
| c. II Kings 21: 5..... | f. II Kings 21: 16..... |
| g. Why did he do all this?..... | |

4 What became of Manasseh

- a. The country is invaded by an army and the king carried to Babylon in chains.
- b. Upon his return he adopts the principles of the Puritan party and tries to undo the evil he had done. Was he successful in this?
- c. Note in II Kings 21: 18 where he was buried; compare with II Chron. 32: 33, and from this judge whether he was considered a great king. Why not?

5 What others thought of him

- a. The members of the Foreign party.....
- b. The members of the National party
- c. The historian. II Kings 21: 2, 9, 11.....
- d. How the people felt when he died.....

6 Marked traits of character

- | | |
|---------|---------|
| a. | b. |
| c. | d. |
- What do you most despise in him?.....

Memory verse—What explains his end

Woe unto the wicked: it shall be ill with him. *Isaiah 3: 11.*

LESSON 39

Constructive work on last lesson

Write the life of Manasseh following this plan:

1. The Title: Manasseh—The Man of Blood.
2. Write briefly on the following topics:
 - §1. The two parties in Judah.

- §2. The kind of a man Manasseh was.
 - §3. What he did.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. What explains his end — memory verse.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

TITLE LESSON: THE BAND OF THE FAITHFUL—MORAL HEROES, ALL!

Suggestions for study

Recall what you can of Manasseh. Find out the meaning of the word *martyr*—the names of some martyrs, and think of the Band of the Faithful as such persons. Read the lesson title again and think what a hero is ; what a moral hero is ?

Lesson material

Read carefully Isaiah 1 : 10-23.
Micah 3 : 1-12.
Zephaniah 3 : 1-20.

1 Moral heroes — all

- a. Amid the persecutions of Manasseh the hearts of many of the Puritans failed them and they made no protest.
- b. Many others went no more to the temple, lest their zeal for Jehovah would mark them as victims of the king's anger.
- c. But there was a small company of men whom no threat or fear of death could make afraid. They openly denounced the wicked deeds of the king, and opposed the Foreign party. Why?
- d. When the temple was closed by order of the king, they formed a small congregation and kept alive the worship of Jehovah. When they learned that the king was destroying all the sacred writings they secured copies and preserved them.

2 The names of some of them

- a. Isaiah 1 : 1..... see lesson 37. He was the veteran leader of the Puritan party for many years. Though 86 years old his voice was still heard for Jehovah. Read an address of his in Isa. 56 : 3-11. This address offended the king, and Isaiah was put in prison, and later executed.
- b. Micah 1 : 1..... also an aged prophet. He takes Isaiah's place as leader, and denounces the rulers even more severely. See Micah 3.
- c. Zephaniah 1 : 1..... a young man, the great grandson of King Hezekiah. See Zephaniah 3 : 3, 4.
- d. See lesson 42..... e. II Chron. 33 : 19.....
- f. II Kings 22 : 4..... II Chron 34 : 8..... He was later Governor of Jerusalem ; Jer. 32 : 7,..... He was a cousin of Jeremiah.
- g. What one of these persecuted men said. Psa. 37.
- h. Some others who lived before or after — Hosea, Joel, Amos, Obadiah, Jonah etc.

3 What others thought of the Band of the Faithful

- a. What God thought of the martyrs.....
- b. What they thought of each other.....
- c. What the people thought of the martyrs.....
- d. What do you think of the principles of the Puritan party ?

4 Marked traits of character

- a. b.
c. d.

What do you most admire about these men? They were moral heroes— what is a moral hero? Can you name one or two young men who stand for the right?

Memory verse

- a. What Nathan Hale said.
b. How some of the martyrs felt.

I am already offered, and the time of my departure is come. I have fought the good fight, I have finished the course, I have kept the faith: henceforth there is laid up for me the crown of righteousness which the Lord, the righteous judge shall give me at that day. *II Tim. 6b-8a*

LESSON 40

Constructive work on last lesson

Write about the Band of the Faithful following this plan:

1. The Title: The Band of the Faithful— Moral Heroes, All!
2. Write briefly on the following topics:
 - §1. Moral heroes— all!
 - §2. The names of some of them.
 - §3. What others thought of them.
 - §4. Marked traits of character.
 - §5. How some of the martyrs felt.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: JOSIAH—A YOUNG MAN WHO WAS SERIOUS MINDED

Suggestions for study

Draw a palace and imagine Josiah living there. Think of a king's court. Think of his father as king—as a very wicked king. He died when the prince was young. Who becomes king when a king dies? Make a model of a crown and write on it "Josiah". Think of Josiah studying hard and saying, "I will be a good king".

Lesson material

II Kings 21: 19-26.

II Chron. 34: 1-2.

1 His father

- a. His name b. His character
- c. He was popular, but was he a good king?
- d. What wrong did he do?
- e. How come to his death?

2 The kind of a young man Josiah was

- a. His age when his father died? II Kings 22: 1.
- b. Did he rule when he was eight?
- c. His age when he ruled on his own account.

- d. Think of his coronation.
- e. Many young men in Josiah's place would have led a "fast" life. Did Josiah? What makes you think so?
- f. What kind of a person was his mother? What kind of persons did he have for teachers?
- g. He was fond of study. He used to read a book entitled, *Heroes of the Faith*. This book told him of Abraham, Isaac, Jacob, etc., who had been great and good men, and had done great things for the world. "When I grow up I mean to be like them," he said.
- h. He went regularly to the temple. What does this show about him?

3 When he became king

- a. Refer to Lesson 38 for the two parties. Then read II Kings 22:2 and ask which party Josiah believed in. How can you account for his choice of the Puritan party when his grandfather and father both believed in the Foreign party? Glance at f, g, and h above for the answer.
- b. He believed that only a return to the religion and customs of David's time could bring prosperity and happiness.
- c. What did he do with those who held office under his father? What kind of men were they? What did they believe? What kind of men did he appoint? From which party?

4 What others thought of him

- a. The "fast" young men at the court..... Why?
- b. His teachers..... Why?
- c. The ministers or priests at the temple where Josiah went. Were there large congregations? Why?
- d. What God thought?.....

5 Marked traits of character

- a..... b.....
- c..... d.....

What do you most admire about him?.....

Memory verses — His prayers

Teach me to do thy will; for thou art my God. *Psalms 143:10.*

Search me, O God, and know my heart:

Try me, and know my thoughts:

And see if there be any wickedness in me,

And lead me in the way everlasting. *Psalms 139:23, 24*

LESSON 41

Constructive work on last lesson

Write the first chapter of the life of Josiah following this plan:

1. The Title: Josiah — A young Man who was Serious Minded.
2. Write briefly on the following topics:
 - §1. Who his father was.
 - §2. The kind of a young man Josiah was.
 - §3. When he became king.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. His prayers.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: JOSIAH — A DEFENDER OF THE FAITH

Suggestions for study

Try to think what a crusade against intemperance is ; a crusade against gambling. Recall the two parties in Judah and tell yourself what each of them stood for. Think of the government being now in the hands of one party and then in the hands of the other. Think of the party in power trying to crush the other.

Lesson material

Read carefully II Kings 22 : 3-20.
23 : 1-30.

1 The times in which he lived

Idolatry had been the state religion for 60 years, and had been tolerated ever since Solomon, 300 years before. Some of the villages had grown immoral and corrupt.

2 His great crusade

- a. Shortly after he became king, assisted by the Puritan party, he began a crusade. Against what? It required courage to undertake it. Why? How long had it been in existence among them? What class of people were in favor of it?
- b. Josiah's courage: "It is corrupting our life and it must go."
- c. For what he did with the vessels used in the worship of heathen gods in the temple, see II Kings 23 : 4-6.
- d. For what he did to the wretched men and women who had consecrated themselves to impurity in connection with the *asherah*, see II Kings 23 : 7.
- e. For what he did to the heathen priests, see II Kings 23 : 8.
- f. There was an image of a certain god upon which men sacrificed their children. What did Josiah do with it? II Kings 23 : 10.
- g. Some temples had been built by Solomon to heathen gods 400 years before. These even Hezekiah in his reformation had not touched. What did Josiah do with them? II Kings 23 : 13.
- h. In his zeal to exterminate heathenism how far did he go? II Kings 23 : 20.

3 Some of the good things he did

- a. What he did to the temple, see II Kings 23 : 3-7, especially 5, 6. What did this mean about the worship of Jehovah?
- b. In repairing the temple a certain book called Deuteronomy was found. See II Kings 22 : 8-13. Find it in your Bibles and read parts of it.
- c. He sent teachers throughout the land to teach the people the new law which had been found. Jeremiah was one of these.

4 His death

- a. Read II Chron. 35 : 20-27. How old was he? b. Note 26.

5 What people thought of him

- a. What the historians said. II Kings 23 : 25; Eccles. 49 : 3.
- b. How the people felt when he died. II Chron. 35 : 24b. Never before was there such a deep and universal lamentation.
- c. How Jeremiah felt. II Chron. 35 : 25. Why?
- d. The people years after. Note 27.

6 Marked traits of character

- a. b.
c. d.

What do you most admire about him?

Memory verses — The reason for his success

The Lord Thy God will make thee plenteous in all the work of thine hand ; if thou turn unto the Lord thy God with all thine heart, and with all thy soul.— *Deut. 30 : 9a, 10b.*

The Lord saith : Men that honor me I will honor, and they that despise me shall be lightly esteemed—*I Sam. 2 : 30b.*

LESSON 42

Constructive work on last lesson

Write the second chapter of the life of Josiah following this plan :

1. The Title : Josiah—A Defender of the Faith.
2. Write briefly on the following topics :
 - §1. The times in which he lived.
 - §2. His great crusade.
 - §3. Some other things he did.
 - §4. His death.
 - §5. What people thought of him.
 - §6. Marked traits of character.
 - §7. The reason for his success.
3. Illustrate your work as in previous lessons.

THE NEW LESSON**LESSON TITLE : JEREMIAH — A FEARLESS PREACHER****Suggestions for study**

Find Jerusalem on map 2, and on outline map 4 place a great many dots to represent other cities and villages. Name one or two wicked men and women in your town and think of the men and women in the cities of Judah as such persons. Think of a few men trying to get them to give up their wicked ways. Think of Jeremiah as the foremost of these good men.

Lesson material

Read carefully II Kings 23 : 36, 37
24 : 1-20

II Kings 25 : 1-22.
Jeremiah 1 : 1-19.

1 The kind of a man Jeremiah was

- a. Almost all the people lived wicked lives — even the priests were bad men. See Jeremiah 23 : 9-14.
- b. The same impulse which made Elijah and Isaiah earnest preachers came upon him when he was twenty years old. "Some one must lead the people back to God," he said, "and I will do it."
- c. He was much in earnest and spoke plainly to the people about their sins. Did they like him? They laughed at him, threw stones at him, and tried to break up his meetings. Did these things stop Jeremiah? Why not?
- d. One day Jeremiah said something harsh about an officer of the king—what did the officer do? See Jeremiah 20 : 1, 2. What are stocks? Notice that Jeremiah was placed on the street corner. What did the people say when

they passed by? When he was released did he stop preaching? Why not? What would you call this quality?

- e. Why did Jeremiah continue to preach when it got him into trouble? Was it because he was a missionary, or a patriot? What is a patriot?

2 Some of the things Jeremiah did

- a. Began preaching to a small group of people in his native village. After a while he went to Jerusalem, where great crowds listened to him; and was called "The Great Preacher."
- b. Became Secretary of State under King Josiah. With Josiah he conducted many reforms. Find out what a reform is.
- c. He is put out of office and imprisoned by another king. Was he sorry then he had preached? One of the princes was his friend and secured his release.
- d. He continued his preaching for forty years, during the last twenty years with little result. The people would *not* give up their evil ways.
- e. Remember that we have many of Jeremiah's sermons and addresses. Find the *Book of Jeremiah* and think of it as written by Jeremiah.

3 What became of him

- a. What happened to the king and nobles? Jeremiah 39 : 1-8.
- b. What happened to the people? Jer. 39 : 9, 10.
- c. What happened to Jeremiah? Jer. 39 : 11-14.

4 What others thought of him

- a. The wicked men of his time.....
- b. Good King Josiah.....
- c. What God thought.....
- d. What a great scholar today has said of him. Note 28.

5 Marked traits of character

- a..... b.....
- c..... d.....

What do you most admire about him?

Memory verse — Jeremiah's text

Thou shalt do that which is right and good in the sight of the Lord, that it may be well with thee.— *Deut. 6 : 18.*

LESSON 43

Constructive work on last lesson

Write the life of Jeremiah following this plan :

1. The Title : Jeremiah — a Fearless Preacher.
2. Write briefly on the following topics :
 - §1. The kind of a man he was.
 - §2. Some of the things he did.
 - §3. What became of him.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. The text of his sermons.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: EZEKIEL—A MAN WHO WORKED MANY YEARS
AT A HOPELESS TASK

Suggestions for study

Find Babylon on map 1, and measure the distance from Jerusalem by way of Damascus. Place many dots throughout the land and think of the Hebrew captives living there. Think of many of them taking up the evil ways of the Babylonians. Think of Ezekiel as a young man who wanted to make his countrymen better. Think what a hopeless task is, and ask yourself what Ezekiel's hopeless task was.

Lesson material

Read carefully Ezekiel 1 : 1-13. 18 : 10-13.
2 : 1-28. 23 : 37-39.

1 Who Ezekiel was

- a. He belonged to one of the 'best families in Jerusalem. Think of him as one of Jeremiah's pupils, and hating all forms of evil.
- b. Think of him as one of the choice young men carried away with the captives to Babylon. Read II Kings 24: 14-17.
- c. Think of him living in his own house and writing letters to, and receiving letters from Jeremiah. What do you think these letters were about?
- d. Recall the kind of men the prophets were — fearless, patriotic, hating sin, etc., and think of Ezekiel as such a man.

2 The work he did

- a. For what he considered his work read Ezekiel 3: 16-21, noting the words "watchman" and "warning."
- b. Think of him trying to bring the people back to holy living. Did he have any help in this or did he stand alone?
- c. Think of the captives making light of Ezekiel's preaching, saying "He is talking nonsense." What effect did this have upon Ezekiel?
- d. Think of his countrymen refusing to come to hear him. What did Ezekiel do? Did a few come to his house?
- e. When they would not hear, he wrote his addresses and published them. We have these sermons and addresses. Where?
- f. Think of Adoniram Judson, a missionary to Burmah, preaching and teaching there for thirty years, and gaining only a few converts, but never giving up. Why didn't he? Think of Ezekiel as such a man. Many a man would have said: "What's the use"!

3 What became of Ezekiel

- Tradition says he was murdered by a Jewish nobleman whom he had offended. Can you think what Ezekiel said that offended him?
- Judson's work in Burmah bore fruit after his death in a wonderful revival. Ezekiel's work had a similar result after his death.

4 What others thought of him

- a. What he thought about himself. Note 29.
- b. What God thought of him. Could God say of Ezekiel what is said in Matt. 25 : 21 ?
- c. What his fellow citizens thought of him ?
- d. What the generations following thought of him. Note 30.
- e. What do you most admire about him ?

5 Marked traits of character

- a. b.
c. d.

Memory verse—The reward for Christian work

They that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars for ever and ever.—*Dan. 12:3.*

LESSON 44

Constructive work on last lesson

Write the life of Ezekiel following this plan:

1. The Title: Ezekiel — A Man who worked many years at a Hopeless Task.
2. Write briefly on the following topics:
 - §1. Who Ezekiel was.
 - §2. The work he did.
 - §3. What became of him.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. The reward for Christian work.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: DANIEL—A YOUNG MAN OF STERLING CHARACTER WHO REACHED THE TOP

Suggestions for study

Take a piece of solid silver, a teaspoon for example, and see if you can find the word "sterling" upon it. What does it mean? Note the words "sterling character" in the lesson title and think what they mean.

On map no. 1 find Babylon. Think of 300,000 captive Jews living among the people there. A young prince by the name of Daniel was one of them.

Lesson material

Read II Kings 24: 10-16
Daniel 1: 1-21
2: 1-49

Daniel 4: 1-37
5: 1-31
6: 1-18

1 The kind of a young man he was

- a. Of royal blood. With other young men he was carried away to Babylon; was there taken to the palace of the king to be trained for the service of the government.
- b. Was without blemish, gifted and good looking; for only such were chosen for the service of the king.
- c. Did the king and his courtiers like him? Why? For his new name, see Daniel 1: 26.
- d. He will not do what he thinks is wrong. For the story, see Daniel 1: 3 fol.
- e. Daniel and three other Jewish princes were taught the same things as the Babylonian princes. How compare with them in looks, wisdom, and skill? What the king said of them when their education was finished. Daniel 1: 18, 19, 20.

2 Daniel's rise to greatness

- a. For a dream the king had, see Dan. 2 : 1-13.
- b. The great men of his court can not tell the king the meaning of it. Who does tell him? Daniel 2 : 25f.
- c. When Daniel told the king the meaning of his dream, he worshipped him as though he was a god. Daniel 2 : 46. How did he reward Daniel? Daniel 2 : 48.
- d. Did Daniel forget his three friends? Daniel 2 : 49.
- e. Where do you think Daniel's greatness began? What quality in his character was the cause of his success?

3 The conspiracy against Daniel

- a. The other officers of the king did not like Daniel. Was it because he was a Jew, or because they were jealous of him, or both? They form a plot to make the king dislike Daniel. What this plot was. Daniel 6 : 4-9.
- b. Loyalty to God or the den of lions! — which will Daniel choose? Read carefully Daniel 6 : 10-17, and tell the story in your own words.
- c. What was the outcome of the conspiracy? Note that the king likes Daniel. Why did the king like Daniel? What was done with the conspirators? Daniel 6 : 18-28.

4 What others thought of Daniel

- a. What the courtiers of the king thought? Why?.....
- b. What Daniel's teachers thought. Dan. 1 : 9. Why?.....
- c. What king Nebuchadnezzar thought. Dan. 1 : 19, 20 ; 2 : 46, 48.
- d. What king Darius thought. Dan. 6 : 3, 14.
- e. What God thought. Dan. 6 : 3. Why?.....
- f. What a scholar today says about him. Note 31.

5 Marked traits of character

- a. b.
- c. d.

What do you most admire about him?.....

Read the lesson title and ask: Do I have a sterling character?

Memory verse — The reason for Daniel's success

Be strong in the Lord, and in the strength of his might. Put on the whole armour of God, that ye may be able to stand against the wiles of the devil.

Ephesians 6 : 10, 11.

LESSON 45

Constructive work on last lesson

Write the life of Daniel following this plan :

1. The Title : Daniel — a Young Man of Sterling Character who reached the Top.
2. Write briefly on the following topics :
 - §1. The kind of a young man he was.
 - §2. His rise to greatness.
 - §3. The conspiracy against him.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. The reason for his success.
3. Illustrate your work as in other lessons.

THE NEW LESSON

LESSON TITLE: HEBREW PRINCES—THREE YOUNG MEN WHO RISKED DEATH FOR A PRINCIPLE

Suggestions for study

Think of a place where it is popular for young men to drink. Think of three or four young men who would not. Think of a king who was a Catholic, commanding all persons to become Catholics. Think of some young men who refused. The three Hebrew princes were such men. Find out from an encyclopedia about Cranmer and Latimer.

Lesson material

Read Daniel 1:1-21 and 3:1-30.

1 Who they were

Read Daniel 1:1-14 for who they were, and 1:6, 7 for their names.

.....

2 The kind of young men they were

- Notice the six things said about them in Dan. 1:4. What is the meaning of "in whom was no blemish," "well favored," "ability," etc?
- Read Dan. 1:7-17, and get from it that it was being true to their Jewish customs and religion. The request they made, verses 12 and 13; and the result, verse 15.
- At the end of three years how did they compare with the other young men in the king's school: in horseback-riding, swimming, music; in feats of strength; in their studies? Dan. 1:17-19.

3 The honors that came to them

- The king appointed them to small positions first.
- Their promotion. Who recommended them to higher positions? See Dan. 2:49.
- How did they compare with the other officers in the land? Dan. 1:20.

4 Moral heroes

- The king wanted every person in the land to adopt his religion. He made a golden image of his god, and passed a law about it. What was the law? See Dan. 3:4-6.
- Though it meant giving up their religion, did most of the Jews obey? See 3:7. Did the three Hebrew young men obey? 3:12. Why not? How did the king punish them? 3:13-23. Were they burned to death? 3:24-27.
- How did the king feel after this, and what other law did he pass? 3:28, 29. How were they rewarded? 3:30.
- Find out what a moral hero is. They risked death for a principle. What was the principle?

5 What others thought of them

- What God thought of them.....Why?
- How do the white people in the South feel towards a negro when he is appointed to office? How did the natives of Babylon feel towards these Jews who were appointed to office?.....Why?
- What do the Jews today think of these princes for being true to their religion?.....
- What do you most admire about them?.....

6 Marked traits of character

- a. b.
c. d.
e. What would be a fitting inscription for their monuments?

Their mottoes through life — Commit to memory

Seek first the Kingdom of God and his righteousness, and all these things shall be added unto you. *Matt. 6:33.*

Though I walk through the valley of the shadow of death, I will fear no evil: for Thou art with me. *Psalms 23:4.*

LESSON 46

Constructive work on last lesson

Write the story of the Three Hebrew Princes following this plan:

1. The Title: Hebrew Princes — three young Men who risked Death for a Principle.
2. Write briefly on the following topics:
 - §1. Who they were.
 - §2. The kind of young men they were.
 - §3. The honors that came to them.
 - §4. Moral heroes.
 - §5. What others thought of them.
 - §6. Their mottoes through life.
3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: JOB — A MAN WHO LOST HIS PROPERTY BUT KEPT HIS RELIGION

Suggestions for study

Think of a man who lost his property; one who also lost his children; one who became an invalid. Are such things punishments for being bad? On outline map no. 1 place a small square near Babylon and think of Job living there.

Lesson material

Read carefully Job 1:1-22.

2:1-13.

42:1-17.

1 Who Job was

- a. A prominent man among the Hebrews in Babylon. See Job 1:3b. Was he good or bad? How good? Job 1:1 and 8. Repeat the words: perfect and upright, one that feared God and eschewed evil.
- b. Was he poor like most of the Hebrew captives in Babylon, or rich? Job 1:3. What was his business?
- c. For something about his home, read Job 1:2. How many children? Did they have good times together? How? Job 1:4.
- d. Many of the Hebrews gave up Jehovah and worshipped the gods of the Babylonians. Did Job give up his religion?
- e. Many of the Hebrews worshipped God every morning and praised him every night. Was Job one of these?
- f. Men said: "It is easy for Job to serve God because he is so wealthy and happy, but if God should take away what he has and make him poor like the rest of us, he would curse him to his face". Do you think he would?

2 The calamities that befell him

- a. Job 1: 13-15. What?.....
- b. Job 1: 16. What?.....
- c. Job 1: 17. What?.....
- d. Job 1: 18, 19. What?.....
- e. Job 2: 7-8. Note 32.

3 How Job took his misfortunes

- a. After he lost his property and children, he was filled with great grief. He dressed himself in mourning and bent low to the ground and prayed to God. For what he said in his prayer, see Job 1: 21.
- b. In his sickness. His wife said to him, "Curse God and die". Job's answer. Job 2: 9, 10. Three friends came to see him and said: "Because you suffer so it must be that you have been a great sinner". Job's reply: "I have not sinned".
- c. What he kept saying over and over to himself during all his suffering. See Job 13: 15a.

4 The reward for his fidelity to God

- a. His subsequent prosperity. See Job 42: 10-13.
- b. He lived to a great age surrounded by admiring friends; when he died he was lamented by all. They built a great tomb for him and a great scholar wrote a book about him. What was the title?

5 Marked traits of Character

- a..... b.....
- c..... d.....

What do you most admire about him?.....

Memory verse — The truth about misfortune

All things work together for good to them that love God. *Romans 8: 28.*

LESSON 47

Constructive work on last lesson

Write the story of Job following this plan:

- 1. The Title: Job — a Man who lost his Property but kept his Religion.
- 2. Write briefly on the following topics:
 - §1. Who Job was.
 - §2. The calamities which befell him.
 - §3. How Job took his misfortunes.
 - §4. The reward for his loyalty to God.
 - §5. Marked traits of character.
 - §6. The truth about misfortunes.
- 3. Illustrate your work as in previous lessons.

THE NEW LESSON

LESSON TITLE: ESTHER—A BRAVE GIRL WHO SAVED HER PEOPLE FROM MASSACRE

Suggestions for study

Find out what a massacre is. Find out about the Indian Massacre at Cherry Valley, N. Y.; St. Bartholomew's Day in France; or Kisheneff in Russia. The Book

of Esther tells us how a big massacre was planned, and how Esther prevented it. The book is as interesting as a novel — read it through. On map no. 1, place a dot near Shushan and think of Esther living there. Place other dots throughout Chaldea and think of 300,000 Jews living there.

Lesson material

Read carefully the entire Book of Esther.

1 Who Esther was

- a. The new Queen of Xerxes, called in the Bible, Ahasuerus. See Esther 2 : 1-4.
- b. Read Esther 2 : 5-7, 16, 17. Note four things about Esther.

2 Two officers of the king who disliked each other

- a. Their names.....
- b. The service Mordecai rendered the king. Esther 2 : 21-23.
- c. One reason why Haman disliked Mordecai. 3 : 1, 2, 5.
- d. Read 3 : 6-15. Note that for a large sum of money, Haman gets the consent of the king to a wholesale massacre of the Jews. The decree. See 3 : 13f.

3 Brave and devoted Esther!

- a. How the Jews felt when they learned of the decree. 4 : 1-4.
- b. Mordecai's request of Esther. 4 : 8.
- c. Esther is at first unwilling. Why? 4 : 11.
- d. Mordecai urges. Does she go? 4 : 16.
- e. How did the king receive her? 5 : 1-4. Read the rest of Chapter 5. Did she take any risks? What?
- f. The king grants Esther the privilege of asking a favor of him. What did she ask? 7 : 2, 3.
- g. What became of Haman? 7 : 7-10.

4 Esther and Mordecai are honored by the king

- a. Did the king grant Esther's request?
- b. The king's second decree. 8 : 10f.
- c. How was Mordecai honored? 9 : 3-5 ; 10 : 3.
- d. How the Jews felt. 8 : 16, 17.

5 What others thought of them

- a. What the king thought.....
- b. What God thought.....
- c. What the Jews many years after thought. Note 33.

6 Marked traits of character

- a..... b.....
 - c..... d.....
- What do you most admire about them?.....

Memory verse — The explanation of her brave deed

Hereby know we love, because He laid down his life for us : and we ought to lay down our lives for the brethren. *Words of the Apostle John about Christ. I John 3 : 16.*

LESSON 48

Constructive work on last lesson

Write the story of Esther following this plan :

1. Lesson Title : A Brave Girl who saved her People from Massacre.
2. Write briefly on the following topics :
 - §1. Who Esther was.
 - §2. The two officers who disliked each other.
 - §3. Brave and devoted Esther !
 - §4. Esther and Mordecai honored by the king.
 - §5. What others thought of them.
 - §6. Marked traits of character.
 - §7. The explanation of her brave deed.
3. Illustrate your work as in other lessons.

THE NEW LESSON

LESSON TITLE : EZRA — A SECOND MOSES

Suggestions for study

Recall what Moses did for the Hebrews in Egypt many years before, and think of Ezra doing much the same for his people now. Place a square near Babylon and think of Ezra living there. He moves to Jerusalem. Place a square at Jerusalem and think of him living there.

Lesson material

Read carefully Ezra 1 : 1-11	8 : 31-36
3 : 1-13	9 : 1-15
7 : 1, 6-28	

1 The times Ezra lived in

- a. The Jews had been captives for many years. Then Cyrus the Persian king, conquered Babylonia. He liked the Jews. What did he allow them to do ? Ezra 1 : 2-4.
- b. How many of the Jews went to Palestine at once ? See Ezra 2 : 1, 44. After this small groups went up to Jerusalem each year.
- c. These Jewish colonists did not prosper. They disobeyed the laws, married heathen wives, and nothing went on well. Recall what you can about the settlement of Jamestown.

2 The kind of a man he was

- a. A Jew in Babylon who did not at first return to Jerusalem.
- b. Not a prophet like Jeremiah, nor a statesman like Daniel, but a professor, called a scribe.
- c. Ezra asked permission of the king to go and teach the colonists. Did the king consent ? Ezra 7 : 11-28.
- d. How many men went with Ezra ? See Ezra 8 : 1f. Were these of the higher or lower classes ? 8 : 16, 17, 18.
- e. The king offered to send a company of soldiers with them to guard them. What did Ezra say ? 8 : 22.

3 Ezra's reforms

- a. Many of the colonists had married heathen wives. Even the priests were guilty of this. Read 10 : 9-18. Every one of them was tried in court.
- b. Before Ezra came the colonists had been working on the Sabbath. Did Ezra stop it ? Nehemiah 13 : 23-26.

- c. He gathered together all the sacred writings among the Jews into one book—we have it today. What?
- d. It is said of him that he knew the whole of the O. T. by heart. It was all destroyed, the story goes, and he wrote it over again from memory.
- e. He founded schools. What kind of schools, and for what purpose?
- f. He lived to a great age. He was a puritan. What is a puritan? He was zealous for what?

4 What others thought of him

- a. What King Artaxerxes thought of him.....
- b. What the good Jews thought of him.....
- c. What was said of him shortly after his death? Malachi 2 : 5-7.....
- d. How those who did wrong felt toward him.....
- e. What a great historian tells us about him. Note 34.....
- f. How God regarded him.....

5 Marked traits of character

- a. b.
- c. d.

What do you most admire about him?

Memory verse—How Ezra felt about God

The hand of our God is upon all them that seek him, for good ; but his power and wrath is against all them that forsake him. *Ezra 8 : 22.*

LESSON 49

Constructive work on last lesson

Write the life of Ezra following this plan :

1. Lesson Title: Ezra — A Second Moses.
2. Write briefly on the following topics :
 - §1. The times Ezra lived in.
 - §2. The kind of a man he was.
 - §3. Ezra's reforms.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. How he felt about God.
3. Illustrate your work as in other lessons.

THE NEW LESSON

LESSON TITLE: NEHEMIAH — A RICH MAN WHO GREATLY LOVED HIS PEOPLE

Suggestions for study

Find Shushan on map no. 1. On outline map no. 1 place a small square and think of Nehemiah living there. Find out what a "secret service" man is, and think of him as such a man. Think of a rich man who does good with his money. Think of Nehemiah as such a man.

Lesson material

Read carefully Nehemiah 1 : 1-11.
2 : 1-20.

4 : 1-23.
13 : 1-31.

1 Who Nehemiah was

- a. A captive Jew in Shushan.
- b. Read last clause of 1:11. Find out the duties of a "cupbearer". Was it the same as our "secret service"?

2 The kind of a man he was

- a. Honest, could not be bribed. Was this why the king chose him to be cupbearer?
- b. He bought their freedom for many of his countrymen who were slaves. What quality does this show?
- c. The report his brother brought to him about the colonists in Palestine. See Neh. 1:1b, 2, 3. How did this make him feel? Verse 4a. What did he do? Verse 4b. What does this prove about him?
- d. Nehemiah was troubled and sad for days. What did the king say to him? 2:2. Nehemiah's reply. 2:3.
- e. The reply of the king. Note 35.
- f. When he reached Jerusalem he gave large gifts of money for public improvements, and to the poor people.
- g. Did he take any salary from the people? 5:14, 18. Why not? The people came to love him and called him, "The Good Governor". Why did they love him?

3 What Nehemiah did

- a. Read Chapter 3. When they were building the wall a certain man made fun of their work. What did he say? 4:3.
- b. The rich took advantage of the poor; loaned them money at a high rate of interest and when they could not pay, took their horses and farms. How did this make Nehemiah feel toward the rich? Read Neh. 5:1-12. Did he make them give them back? What quality does this show?
- c. Read 13:1-10 for how Nehemiah dealt with a wicked man who pretended to be good. Read 13:15-22 and tell what it means. Read 13:23-31 for another evil he corrected.

4 What others thought of him

- a. How the king felt toward him..... Why?.....
- b. What the good people at Jerusalem thought.....
- c. What God thought of him..... Why?.....
- d. What a scholar today says of him. Note 36.

5 Marked traits of character

- a..... b.....
 - c..... d.....
- What do you most admire about him?.....
- What inscription would you put upon his monument?.....
- The name of a man you know who is somewhat like Nehemiah?.....

Memory verse — In whom Nehemiah put his trust

The God of heaven, He will prosper us; therefore we his servants will arise and build. *Neh. 2:20.*

LESSON 50

Constructive work on last lesson

Write a short life of Nehemiah following this plan :

1. Lesson Title : Nehemiah — A Rich Men who greatly Loved his People.
2. Write briefly on the following topics :
 - §1. Who Nehemiah was.
 - §2. The kind of a man he was.
 - §3. What Nehemiah did.
 - §4. What others thought of him.
 - §5. Marked traits of character.
 - §6. In whom Nehemiah put his trust—Memory verse.
3. Illustrate your work as in other lessons.

THE NEW LESSON

LESSON TITLE: THE MACCABEES—A FAMILY OF PATRIOTS

Suggestions for study

Think of the American Revolution. What was the war about? Look at map no. 2 and think of a war going on in that country somewhat like the American Revolution. Name some generals in the Revolutionary War and think of the Maccabees as such men. What is a patriot?

Lesson material

In Family or Pulpit Bible read I Maccabees 1 : 1-26, 41-64.

2 : 1-70.

3 : 1f.

Read in a good Encyclopedia in Public library or Pastor's library, article *Maccabees*.

1 The time they lived in

Note 37.

2 Who the Maccabees were

- a. How many of the Jews felt. 1 : 43.
- b. How some others felt. 1 : 62-64.
- c. One family called Maccabees. How many? Their names? 2 : 1-5.

- d. How they felt about the condition of their country? 2 : 6-14.

3 Their patriotic deeds

- a. The father Mattathias.
 - (1) His first brave deed which began the war. 2 : 15-25.
 - (2) What next? 2 : 27.
 - (3) His farewell address. 2 : 49-70.
- b. Who became the leader then?.....
 - (1) The kind of a man he was. 3 : 4.
 - (2) Three great battles. 3 : 10-12, 13-25, 39-43f.
 - (3) How famous did he become? 3 : 9, 26.
 - (4) How Judas met his death. 9 : 4-18. How many men did Judas have? 9 : 6. How many the enemy? 9 : 4.
 - (5) How his brothers felt? 9 : 19.
- c. An exploit of Eleazar. 6 : 30, 42-46.

- d. Who succeeded Judas? 9:28f.
 After a few successful battles he made a treaty with the Syrians by which the Jews were to be free to do as they wished in their religion. Then they asked Jonathan to come to a city and visit them. What happened? 12:45-48. Read also, 13:14-23.
- e. Who succeeded Jonathan? 13:1, 8.
 (1) After several battles they gained their independence. 14:1f.
 (2) Under Simon's rule Judea attained the greatest liberty and prosperity she had for centuries. Read carefully 14:1f.
 (3) What Simon did in honor of his father and brothers. 13:25-30.

4 What others thought of them

- a. What God thought.
 b. What the people thought. 2:70; 9:20; 18:8, 26; 14:4, 5.
 c. What the Spartans thought of Jonathan and Simon. 14:16, 18.
 d. How the people showed their regard for Simon. 14:25-27.

5 Marked traits of character

- a. b.
 c. d.

What do you most admire about him?

The motto on their banners. — "Who among the gods is like unto Jehovah"

Memory verses — What they kept saying to each other

It is better for us to die, than to behold the calamities of our people. *I Mac.* 3:59.

If our time be come, let us die manfully for our brethren, and let us not stain our honor. *I Mac.* 9:10.

Constructive work on this lesson

Write a short account of the Maccabees following this plan:

1. Lesson Title: The Maccabees — A Family of Patriots.
2. Write briefly on the following topics:
 - §1. The times they lived in.
 - §2. Who they were.
 - §3. Their patriotic deeds.
 - §4. What others thought of them.
 - §5. Marked traits of character.
 - §6. What they kept saying to each other.
3. Illustrate your work as in previous lessons.

THE CHRISTMAS LESSON

Do the constructive work on last lesson

LESSON TITLE: JESUS — THE ONE WHOM ALL THE WORLD WORSHIPS

Suggestions for study

Name some national holidays, and ask yourself what each of them commemorates. Name the date of Washington's Birthday and Lincoln's, and ask yourself what these men did that makes the people keep their birthdays. Why do we keep Christmas? Around the head of Jesus draw a band of light. What does it mean?

Lesson material

Read Luke 2 : 1-52.

Matt. 2 : 1-23.

Mark 6 : 3.

1 The circumstances of Jesus' birth

- a. The names of his parents and the kind of folks they were.
- b. The village in which he was born, and the place in the village, Luke 2 : 1-7. Contrast this with the birth of princes.
- c. Two unusual circumstances which attended his birth. Luke 2 : 8f, and Matt. 2 : 1f. Think of these narratives as intended to prove he was more than an ordinary child.

2 Some events of his boyhood

- a. Loved the out of doors ; played in the fields and mountains ; and grew up a healthy boy. Read the lesson material, especially Luke 2 : 40 and 52 to see if he was ever sick. Why not ?
- b. Loved to go to the village school ; was fond of his teachers ; was taught at home by his parents ; and loved a certain book. What? Note the word "wisdom" in Luke 2 : 40 and 52.
- c. Loved the village church and went regularly. For the story of a trip to the great city church — the temple at Jerusalem — read Luke 2 : 41-51.
- d. Loved, obeyed, and kept on good terms with his parents. Read Luke 2 : 48-51.
- e. What trade did he learn? Mark 6 : 3. If Joseph died when Jesus was a young man, as is commonly believed, what responsibility was thrown upon Jesus?

3 The kind of a young man he was

- a. Loved goodness and right, and throughout all his life did no sin. For some great temptations he had read Matt. 4 : 1-11. He was the only person in all history who never did wrong. Is this one reason why we love and honor him?
- b. Was everybody's friend, and was always doing good to others. Read Luke's Gospel for some examples.
- c. Saw the evil in men's lives and tried to get them to give it up. Why?
- d. Saw the evil in the world and could not live without doing something about it? Why?
- e. Was more than a man — he was God in the person of a man. Read John 1:1f.

4 Some great things he did

- a. He introduced a new type of life — sacrifice and service.
- b. Took up the fight to drive sin out of the world and make the world to be like heaven.

- c. Was a great preacher and teacher — greater than Socrates, etc. People called him "The Great Teacher." Why? Some examples of his teaching.
- d. Founded the Christian church and trained twelve men to continue his work.
- e. Died a martyr's death in defence of the cause he began. Read Matt. 26 and 27

5 What others thought of him

- a. God, his father. Matt. 3 : 17.
- b. The men of his time when he was a young men. Luke 2 : 52.
- c. The humble minded of his day.
- d. People everywhere today.

6 Marked traits of character

- a. b.
- c. d.

What do you most admire about him?

Memory verse

God so loved the world, that he gave his only begotten Son, that whosoever believeth on him should not perish, but have eternal life.—*John 3 : 16.*

Constructive work on this lesson

Write a short life of Jesus following this plan :

1. The Title : Jesus — the One whom all the World Worships.
2. Write briefly on the following topics :
 - §1. The circumstances of Jesus' birth.
 - §2. Some events of his boyhood.
 - §3. The kind of a young man he was.
 - §4. Some great things he did.
 - §5. What others thought of him.
 - §6. Marked traits of character.
 - §7. Memory verse.
3. Illustrate your work with pictures. Decorate your work with drawings of crosses and crowns.

THE EASTER LESSON

Do the constructive work on last week's lesson

LESSON TITLE: JESUS—WHO GAINED THE VICTORY OVER OUR WORST ENEMY

Suggestions for study

Name some special days in the church year, Christmas, etc. What does each of them celebrate? Try to think what the "I" in a person is. Is the arm the "I"? Is the body? Is the soul? The soul is that which says "I." The body dies — does the "I" in a person die? What becomes of the "I"?

Lesson material

Read carefully Matt. 28.

1 Jesus' death and burial

- a. Find out how Jesus came to his death — all you can about it.
- b. How dark did it get from 12 to 3 o'clock while Jesus was on the cross. Why did it grow dark?

- c. Find out about the burial of Jesus; who? when? where? how?
- d. What the men who hated Jesus and put him to death thought when they crucified him.
- e. Note the guard of soldiers placed at Jesus' tomb.

2 Easter morning

- a. Two women went early Sunday morning to the tomb to take flowers. Who did they find there? What did he say? Matt. 28 : 2f.
- b. As they went away whom did they meet? Matt. 28 : 9f.

3 After Easter morning

- a. Jesus was seen on the earth forty days after his resurrection.
b. Some other persons who saw him during these days. Luke 24:33, 34
..... John 20:19-23.....
I Cor. 15:7....., etc.

4 How the friends of Jesus felt

- They knew now for sure that Jesus was the Son of God.
- Some who did not think well of Jesus before, believed in him now, especially some of his brothers.
- They knew that Jesus would be with them here and that he would help them in their work.
- They knew that like him the "I" in them would not die when the body died.

5 Jesus today

- a. Still on earth — unseen, but here in men and in institutions. What institutions? Which men?
- b. In heaven, helping God the Father.

Memory verse

If a man keep my word, he shall never see death. *John 8:51*

Constructive work on this lesson

Write a short Easter Story following this plan:

1. The Title: Jesus — who Gained the Victory over our Worst Enemy.
2. Write briefly on the following topics :
 - \$1. Jesus' death and burial.
 - \$2. Easter morning.
 - \$3. After Easter morning.
 - \$4. How the friends of Jesus felt.
 - \$5. Jesus today.
 - \$6. Memory verse.
3. Illustrate your work with many Easter pictures.

Let us also, seeing we are compassed about with so great a cloud of witnesses, lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us, looking unto Jesus the Author and Perfecter of our faith, who for the joy that was set before Him endured the cross, despising shame, and hath set down at the right hand of the throne of God.

Hebrews 12:1-2.

NOTES

NOTE 1. — Into the heart of Abraham there came the Voice of the Lord, saying, "Take thy only son Isaac, whom thou lovest, and sacrifice him as a burnt offering unto God." Abraham pondered long the meaning of the words. All night long he wrestled in prayer that he might be spared that great sacrifice. But the Voice kept coming to him. There came to him also the words which had long guided his life, "To obey is better even than life itself." "I will obey God though it costs me my son," he said. So he took Isaac to the top of a high mountain. He went apart and prayed. Again the Voice came, and Abraham said, "I do not understand, but I will obey." Then he bound Isaac and placed him on the altar, and taking a great knife, raised it, ready to slay his son. As he looked down into Isaac's face the same Voice spoke in his heart again, "Lay not thy hand upon the lad, nor do him harm, for now I know that thou fearest God." On his way home the Voice spoke again: "Abraham, because thou didst not withhold thy son, thine only son, therefore, O man of Faith, take thy reward. I will bless thee, and will multiply thy seed, and in thee shall all the nations of the earth be blessed; — because I tested thee and thou didst obey my Voice."

NOTE 2. — So quiet was Isaac, his whole life was spent in the circle of a few miles; so tender, his mother's death was a sorrow with him for years; so patient and gentle, peace with his neighbors was dearer to him than a well of water dug by his own men; so grandly obedient, he puts his life at his father's disposal; so firm in his reliance upon God, his greatest concern was to honor the divine promise given to his race.

NOTE 3. — When Joseph died his body was embalmed, as was the custom in Egypt with great men. 430 years after, when the Hebrews left Egypt, they took his body with them, kept it with them during the 40 years they were in the wilderness, and at last buried it in a magnificent tomb beside Abraham, Isaac and Jacob.

NOTE 4. — Shortly after he graduated from the university Moses took a pleasure trip through the land. His chariot was drawn by magnificent horses and he traveled in grand style. He went to see the great monuments the king was building, and which were the talk of the land. There he saw the Hebrew slaves — how cruelly they were treated. He went to the king and asked that their burdens be lightened. He went among the slaves and tried to help them. When the princess heard of it she said to him, "Won't you stop going among the Hebrews?" Moses replied, "They are shamefully treated. Even at the risk of displeasing you I am going to devote my life to them." "If you are going to be as foolish as that you will have to leave the palace," said the princess. "I am willing to do that," replied Moses. "I had rather suffer with my people than enjoy all the honor of a worldly career." So he left the palace and went to live among his people.

NOTE 5. — When Moses led the Hebrews out of Egypt Joshua marched at the head of his men. "See that giant-like fellow there," said Moses to Aaron. "Do you chance to know him?" "That is Joshua, the son of Nun, of the tribe of Ephraim," replied Aaron. "He leads a fine band of men," replied Moses. "Would that all the people were like him!"

NOTE 6. — His work-fellow was not strong like himself. Once this man paused in his work for very weakness, and the new overseer struck him a heavy blow. This so angered Caleb that he seized a stone and hurled it at him. It barely missed him. The overseer approached as though to hit Caleb, but did not dare. Why?

NOTE 7. — Many of the people of the village lived like the wicked Canaanites. Gideon's own father was one of these. He had built for the people of the village a dance and feasting house. Gideon and a few other young men alone in all the village stood for Jehovah and remained pure in their living. He built a church where he and the young men could worship God. Ask yourself: Why did he remain loyal? Why did he not do like most of the other young men?

NOTE 8.—Many of the young men were led astray by the dance and feast house. This very much troubled Gideon. One night he and ten other young men threw down the altar of the god Baal and split up the dance and feast house into kindling wood. In the morning the men of the city said: "Who did this? It must have been Gideon." So they went to Gideon's father, who was mayor of the city, and said, "Give your son to us that we may kill him, for he destroyed our pleasure house." But Gideon's father said, "If Baal is a god let him take care of himself." After this Gideon's friends called him Jerub-baal, which means "idol-breaker."

NOTE 9.—One morning Naomi, Ruth and Orpah all started for Bethlehem. After they had gone some distance two Moabite princes rode up on their great black horses. One of them called Orpah aside and talked with her. She came and told Naomi what the prince said and then upon Naomi's advice went back with the prince and married him. The other prince talked a long time with Ruth. While they were talking Naomi came near and said: "Go with the prince, Ruth, and may you find rest in the house of your husband." But Ruth replied, "Entreat me not to leave thee," etc.; see Ruth 1:16 f. Then she spoke a few words to the prince and he slowly mounted his horse and rode away.

NOTE 10.—At length they reached Bethlehem, but how different everything was from the time Naomi left it years before! Then she and her husband were well-to-do, now she is old and poor. Soon after their arrival they rented a little house, and though the people knew it not, they suffered from hunger. One day as the barley harvest began Ruth said to Naomi, "I will go and glean in the harvest fields as do the maidens among the poor, that we perish not." Naomi kissed Ruth and said, "Go, my daughter, and the Lord bless you."

NOTE 11.—After a while Samuel grew tired of this work. He had rather be out in the fields with other boys, than in the temple with the aged Eli. He longed for his home at Ramah and for the free air of the hills. Though he knew it not the mystery of life was upon him and it seemed that new voices were speaking to him. One night after Eli had spoken harshly to him, he wandered out under the stars. In the clear moonlight he fell upon his face and began to kiss the white coat his mother had brought him, and to shed great tears into its folds. Then he prayed: "I do not know what to do. I am tired of the temple and I want to go back home. And yet, O God," he said, drying his tears, "what is displeasing to Thee I will not do." After this there came to his mind the words of Eli, "God is a jealous God; He wants all the heart." Then his misery left him and a feeling of resolve came over him. He got up and went back to the temple. It was morning. A ray of sunlight came in at the window and fell across the floor. He stood in the sunlight. "Great Jehovah," he said, "I, Samuel, give Thee all my heart. I keep nothing back." Then was there a tranquil peace in his heart.

NOTE 12.—As Eli grew older and more blind, and his sons Hophni and Phineas cared less about the temple services, more of the work fell upon Samuel. Matters about the temple and in the nation did not go on well, and no one seemed to care but Samuel. More and more it came to him that he must do a great work for God. Thus thinking one night he fell asleep. A Voice came to him and said: Behold, because the people have forsaken Me, dark days are coming upon Israel. Because Eli's sons are wicked men, and because he has not restrained them, therefore will I visit severe judgment upon them. You, Samuel, are the one to tell this to Eli—You are the one to bring the people back to Jehovah.

NOTE 13.—While Samuel was in the hill-country preaching, everything went wrong in other parts of the country. They engaged in a war with the Philistines, who defeated them in a great battle and destroyed the temple. When Samuel heard of it he went everywhere preaching. His words were like fire. "Men of Israel," he said, "return unto the Lord. Put away the strange gods from among you, and serve the Lord only." And many of them gave up their sinful ways, saying, "We have sinned against the Lord." So did Samuel lead the people back to God. Such a difference did this make in the spirit of the people, when another army came it was badly defeated. It was all due to Samuel.

NOTE 14.—In the complexity of its elements, passion, tenderness, generosity, fierceness—the soldier, the shepherd, the poet, the statesman, the priest, the prophet, the king—the

romantic friend, the chivalrous leader, the devoted father — there is no character in the Old Testament at all to be compared to him. All earnest hearts will discern in his life the struggle of an earnest human soul toward what is good and best.

NOTE 15. — “If an animal falls at night,” writes an Eastern traveler, “it is not attacked till daylight, unless by the jackals and hyenas; but if it be slaughtered after sunrise, though the human eye may scan the firmament for a vulture in vain, within five minutes a speck will appear overhead, and wheeling and circling in a rapid downward flight, a huge griffon will pounce on the carcass. In a few minutes a second, and a third will dart down; another and another follows — griffons, Egyptian vultures, eagles, kites, buzzards and ravens, till the air is darkened by the crowd.” Think of the hard work Rizpah had in keeping all these from her dead.

NOTE 16. — One of those who came to test Solomon’s wisdom took a number of boys of light complexion and a like number of girls who looked like boys, and dressed them all alike. Then Solomon was asked to tell which were boys and which were girls. Solomon placed basins of water before them and told them to wash. The boys at once thrust their hands into the water and scrubbed their faces vigorously, while the girls carefully rolled up their sleeves and stroked their faces softly with their wet hands.

NOTE 17. — Some one else gave Solomon this puzzle — to thread a large diamond which had a zig-zag hole through it. Many others had tried it and failed. Solomon procured a small worm fastened a silk thread to it and made it crawl through the hole.

NOTE 18. — His chariot was made of cedar, silver and gold, drawn by magnificent horses. A bodyguard of 60 men, the tallest and handsomest of the sons of Israel, always marched before him, their black hair sprinkled each day with dust of gold, and clothed in the finest purple.

NOTE 19. — Many of Solomon’s wives were foreign women, whom he married for state policy — to keep on good terms with other nations. These women brought their foreign religions with them, and after a time persuaded Solomon to build temples for them and their numerous attendants. These wives turned Solomon’s heart away from the true God, and introduced foreign customs into the life of the people.

NOTE 20. — Gifted with splendid abilities, in his earlier years enthusiastically loyal to the ancient religion, his career showed the most striking contrast of qualities; a wisdom perhaps never equalled on the throne, and a sensuality like that of Louis XV; a zeal for Jehovah which showed itself in the erection of the Temple, and a weakness toward his harem that introduced idolatry for the first time in Jerusalem; a statesmanship which filled the land with prosperity, and a love of splendor which laid heavy burdens on his people and prepared the way for the division of the kingdom at his death.

NOTE 21. — They thought that he would come again and restore the old-time customs and religion. When John the Baptist came, who did many people say he was? Read Mark 9: 12 and Matt. 16: 14.

NOTE 22. — Even to this day, when the Jews observe their Passover Feast, the youngest child opens the door to see if the great prophet Elijah does not stand there.

NOTE 23. — “He was the grandest and most romantic character Israel ever produced.” What is a “grand” man? What is the meaning of “romantic?”

NOTE 24. — There were two parties in the land: the Political or Foreign party, and the Religious or Puritan party. The Political party believed the way to make a nation great was by wars and alliances with other nations. The Religious party believed the righteous character of the people could only make a nation great and prosperous. Most of the kings belonged to the Political party, while the prophets belonged to the Religious party.

NOTE 25. — The Foreign party believed in giving up the old-time customs and imitating the customs of the nations round about them. The Puritan party believed in keeping the old-time customs, in prohibiting the customs of the foreign nations, and that only holiness and

righteousness could make a nation great. The Foreign party believed in worshiping the gods of foreign nations; the Puritan party believed that the worship of any other god than Jehovah should be prohibited.

NOTE 26.—After he was wounded he ordered his attendants to carry him to Jerusalem. He had gone only a few miles when he died, amid such a wailing of his attendants as was never forgotten in after times.

NOTE 27.—The anniversary of his death was observed as a national holiday. Upon it all amusements were laid aside, flags were at half-mast, his grave visited and decorated with flags and flowers, and orations delivered in his honor.

NOTE 28.—“He was the healthiest, strongest, bravest, grandest man of Old Testament history.” In what way the healthiest; what way strongest; why bravest? The meaning of a “grand” man.

NOTE 29.—I am God’s servant. The work I am doing is not mine, but His.

NOTE 30.—After his death a great tomb was built in his memory, which exists today. For many hundred years after his death a lamp was kept burning in his tomb. Why was the tomb built? Why was the lamp kept burning?

NOTE 31.—From the first Daniel stands firm to what he felt was right for him. No one could ever turn him from it.

NOTE 32.—Job’s disease was one of the worst known, called *elephantiasis*. The person having this disease is covered with boils, the limbs swell, and the skin becomes thick like that of an elephant, whence the name. The person stinks badly, so that it is unpleasant for any one to go near him. This is the reason why Job sat on the rubbish heap—so as not to be offensive to any one. With the disease there was always a feeling of self-despising and self-contempt.

NOTE 33.—A great tomb was built over the graves of Esther and Mordecai by two rich Jews A. D. 250, and remains to this day. It has the inscription: “Thursday, fifteenth of the month Adar in the year 4474 from the creation of the world was finished the building of this temple over the graves of Esther and Mordecai, by the hands of the good-hearted brothers, Elias and Samuel.” Why did they build this temple?

NOTE 34.—He died in Jerusalem and was buried with great magnificence. There is a great tomb on the Tigris near the spot where it flows into the Euphrates, called the tomb of Ezra. It was built by the king in honor of Ezra’s great learning, to commemorate the good he did for his people.

NOTE 35.—The king said: “Will you be so foolish as to give up your position here for the sake of your countrymen? You know they have always stoned their benefactors.” Nehemiah said: “They need me and unless I become their leader they will perish from the earth.” What quality in Nehemiah’s character comes out here?

NOTE 36.—“All he did was noble, generous, high-minded, and to the highest degree upright.” What is it to be “noble,” “generous,” “high-minded,” “upright?”

NOTE 37.—Long after Nehemiah’s time Palestine was conquered by Alexander the Great. After his death the Jews were ruled by Antiochus Epiphanes, king of Syria. Find Syria on Map 2. He attempted to introduce foreign custom among the people. He tried to put the Greek religion in place of the Jewish. He passed a law doing away with many Jewish customs, ordered the Jews to eat hogs’ flesh, etc. and when they refused, massacred many of them. See 1 Maccabees 1:44-64. Some of the people submitted to this treatment, but others rose in rebellion, like our revolutionary forefathers.

[illegible]

GAYLORD

PRINTED IN U.S.A.

GTU Library
2400 Ridge Road
Berkeley, CA 94709
For renewals call (510) 649-2500
All items are subject to recall.

